First, I would like to apologize to any person, official, or entity who may have understood my words in a way that made them feel I was exaggerating or speaking inappropriately. I mean no offense to anyone; rather, I have compiled in these pages a summary of opinions that have formed in my mind since I began working in the education sector in 2001 until now. I have had the honor of being a teacher and academic coordinator in various national and international educational systems, as well as a general manager and owner of schools, and the founder of numerous schools in multiple countries. Moreover, I have served as a director, expert, and consultant on dozens of developmental projects in the field of education with various international organizations and global funding bodies. I have also evaluated and developed many schools across the Arab world in their diverse types and forms, and I have supervised several studies aimed at clarifying the facts related to this field.

I feel it is my duty, after more than twenty-seven years of working in this noble field, to pen these pages to discuss the educational landscape in our schools in the Arab world, specifically, and in schools around the globe more generally. I aim to propose some practical suggestions for revitalizing schools and addressing their inefficacy in providing the best quality education and learning for our sons and daughters, who are the most crucial factor in the qualitative continuity of building our nations.

Undoubtedly, there are genuine strengths in Arab education in general, and in Jordanian education, in particular. I will discuss these strengths in the upcoming pages, as they constitute some of the core pillars of the book's idea to restore the school to the strength and excellence that we desire. I am fully aware that my statements may be correct, but they may also be erroneous, and that they are open to criticism and correction. I respect any opinion that reaches me, whether from my students, educational staff, parents, or officials regarding my views in this book, whether in opposition, agreement, or suggestions for amendment and correction. It is an honor for me to have my email address available to you.

Let’s be clear from the outset and state the questions that come to all our minds, whether we are educational staff, parents, students, or even experts in the field of education, as we search together for genuine answers to these questions: Is the current form of school suitable for cultivating a generation capable of achieving success in life in the 21st century? Does it provide our sons and daughters with the life skills necessary for that success, such as communication, problem-solving, decision-making, teamwork, creative thinking, and time management? Or is school, which occupies more than twelve years of their lives, merely a waste of their time and energies?

Does the school take into account the modern knowledge that has spread everywhere and that our children must learn, such as programming, vocational training, entrepreneurship, and much more? Or is it isolated within its outdated knowledge, forcing our children to endure compulsory schooling? Consequently, do we end up producing men and women who, as soon as they emerge from the cold, empty cave of school, find themselves shocked by the developments that have filled life while they were languishing in the shadows?

Why have teachers lost their passion for self-development, updating their skills, and building competencies that match the technological, cognitive, and skill-based advancements in the world? Do students engage in learning joyfully and see returning to school as a happiness? Or has it become a source of annoyance for us and our children?

Why has the teacher’s symbolism, status, and role model quality diminished in the eyes of their students over the last decade? Why does the curriculum mean nothing to students other than a burden that increases their pain and distress? What is behind the fact that many of our sons' and daughters' talents are lost among the confines of classrooms and in the corridors of schools?

Why has rote learning increased in schools at a time when the world is moving towards using varied learning methods suited to the capabilities of these generations, such as project-based learning, enhancing dialogue with students, collective learning, and taking learning outside traditional classrooms, recognizing the student as the focal point of the educational process?

How do parents view their children’s schools? With satisfaction? Or with discontent? And why do we hear repeated complaints from parents about the inadequacy of our schools and the weakness of their outputs?

Why do the ministries of education spend millions of dollars annually on developing learning and teaching while the outcomes are hardly noticeable under a microscope? Why do we often consider schools to be hotbeds of moral corruption and behavioral decay? Why is there still a severe overcrowding in classrooms and schools, with numbers that exceed imagination? What impact does this have on teachers' abilities and the real benefits for students? How does this affect students in acquiring undesirable behaviors amidst such overwhelming numbers? How will children's inclinations, talents, and abilities be discovered amidst this flood of students in a single classroom? How can my son graduate from school after spending more than twelve years being forcefully crammed through rote learning without acquiring a single life skill? What are schools doing with our children to prepare them for the coming decade? What is the plan of the ministries of education to catch up with what they have missed and to address their decline on both the regional and global levels, whether in terms of knowledge or ethics?

Is the school an attractive environment or a repelling one for our children and even for the staff working there? Do the curricula in various subjects and educational disciplines ignite in students a spirit of creativity and discovery? Do they allow their minds ample space for thinking, liberating them to compose, analyze, and deduce? Do our children feel safe with their teachers, their peers, and their administrators? Or is school, for some, a source of fear from bullying by other students and even by teachers and other school staff? Are school buildings safe and equipped? Are classrooms sufficient? Do our children suffer as they head to their schools? Can the ministries of education achieve self-sufficiency in this regard? Or will they remain dependent on the state's budget? Do students feel a sense of reassurance and the ability to realize their potential? Do schools foster cooperation, love, camaraderie, and respect for others? Do they feel genuine, safe communication?

Do the top officials in the ministries of education truly feel the reality on the ground? Or are they disconnected from it? Do they possess genuine knowledge regarding this sector, or have they come from other sectors, thus lacking the necessary tools for the reforms and improvements required in a sector that is among the most vital for nation-building? Are we aware of the substantial financial, social, and psychological waste, as well as the squandering of energies, potentials, talents, and capabilities that occur every moment in our schools? Who said that the current shape of the school is a textbook at home? Don’t all industries evolve and progress, with new innovations appearing every day, especially in the past five years? So why is it that schools are subjected to the saying "you remain in place," where they neither advance nor develop, continually revolving around traditional paradigms? Yes, there are a number of Arab countries that have made significant strides in this area, but I believe that the essential change has still not been achieved; the focus on infrastructure and the aesthetic of classrooms remains dominant, while in other countries, unfortunately, there has not been a single step forward, leaving them as they were. Some countries have even regressed, accumulating dust on plans for change and development. Why is the use of violence in its various forms still present in our schools? Why do we still hear a tone of challenge, especially among the youth, echoing through school hallways? Why does a teacher know only a fraction of educational psychology and modern learning methods, and even then, barely applies anything unless by divine mercy? Why, why, why? Hundreds and hundreds of questions circulate among people regarding the effectiveness of schools in the Arab world, yet they remain unanswered. Perhaps in this book, after more than a year of experience in the field of education—during which I have gone through teaching, school administration, owning and establishing schools in several countries, as well as preparing and managing numerous major projects with ministries of education under the supervision of international organizations across the region and in various types of schools—I aim to provide you, as parents, students, and Arab officials and experts in education, with some answers that I consider of utmost importance. This is to initiate a genuine journey in the Arab world aimed at developing education and improving its outcomes.

The lines of this book do not only discuss the description of the disease; there is also a strong focus on describing the medicine and therapy through the presentation of practical strategic ideas to solve the problems and challenges we face in the education sector. When I titled this book "When the School Dies," I did not mean to imply that schools in the Arab world merely fail to fulfill their required roles, as if they do not exist at all; rather, I also intended to indicate the need for a complete and radical change through well-studied and wise practical methods, action plans, and strategies that will transform the current form of schools into a different one, enabling us to fulfill our duty to our sons and daughters and to our Arab homeland as soon as possible. We must provide the necessary revival processes so that they can come back to life anew.

As you may recall, in 2020, after the COVID-19 pandemic began to far away from the world, the Ministries of Education in the Arab world took pride in their achievements in the field of distance learning and sang praises about what they had provided to students in terms of education. Yet, parents and many education experts had a different opinion—not only in the Arab world but also regarding the mechanisms and strategies of distance learning across all nations. The important thing is that I published a video on social media titled "The Failure of Distance Learning in the Arab World." In the hours following the publication of the video, a number of friends, experts, and officials in the field of education from various Arab countries contacted me, almost expressing the same sentiment: Why did you publish such videos? Haven't the ministries done everything they could to avoid learning problems during the COVID-19 era? Now is not the right time for that, especially since the video I published has been watched by thousands in just minutes, which could cause unnecessary discomfort. We are trying to mitigate the negative impacts of COVID-19 on education; we need your support and do not require self-flagellation, and most of them ended their reproachful calls with similar phrases.

As if it were a spark that ignited in my mind the idea to begin writing this book; their concept revolved around the notion that instead of criticizing, one should rise and discuss possible mechanisms and tools to develop education. They did not merely throw a wrench into the works. The first truth was that their words were both right and wrong at the same time. The ministries of education in the Arab world, to their credit, have dedicated all their resources to bridge the education gap after schools closed their doors, teachers abandoned their classrooms, and students left their desks, yards, and playgrounds. We all appreciate this effort, but it was unorganized and closer to propaganda and marketing techniques than to real-world facts in the field. The platforms were not ready, and they were not developed sufficiently during and after that period; and the teachers were not adequately prepared, even though it would have been possible to prepare them in a short time. The major problem is that we have not progressed after the end of this horrific pandemic, and we returned empty-handed to our previous state. Many ministries in the Arab world did not realize the extent of changes and advancements that occurred in the school system worldwide, nor did they utter a single word towards enhancing learning. Not to mention the readiness of parents to step in for teachers in delivering lessons—or, in reality, merely conveying information—or to utilize modern technologies while keeping up with their children, especially in the foundational stage. And then there is the issue of the weak technical infrastructure in our Arab countries, which affects the success of the remote learning experience, notwithstanding our belief in the media propaganda propagated by the ministries of education in the Arab world. This situation has reached a point where other countries have learned from the experiences of some Arab nations. The second truth is that criticism alone will not yield results; rather, it is essential to present practical, realistic solutions that can be applied through a strategic plan so that we, as experts in education in the Arab world, can reach the school we aspire to. Thus, I began at that moment to pen the lines of this book, aiming to liberate the Arab world from a dismal educational state characterized by the devastating impact of school closures on children, their potential, and the nations that are deprived of such potential. My goal is to revive that educational institution, of which no two people can disagree on its importance, whether in achieving balance in the quadruple development of students—mental, emotional, social, and physical.

It works to establish the necessary balance in their system of relationships, encompassing the relationship with oneself, with the Creator, with others, and with things. It aims to strengthen in them the six essential life skills: communication, problem-solving, decision-making, time management, teamwork, and creative thinking. Consequently, we can create a healthy foundation for education and learning that empowers teachers and school staff to apply the best educational methods and messages, guiding our sons and daughters and our nation to the position we deserve. This will be achieved by describing the harsh reality and then discussing effective and practical strategic solutions, as the process of learning has profound and significant impacts simultaneously. This process bears social, economic, psychological, cultural, and survival dimensions and is, moreover, a continuous endeavor; it is not linked to a specific time, place, or generation. Furthermore, the development of the educational reality is not limited to one group alone but is a complex syndrome that involves planners, experts, teachers, administration, students, families, and the entire community.

In this book, I tried to remind you that we do not need coercive educational methods and programs that produce individuals with a vast amount of information but who lack the ability to think critically about it. Education should be a liberating experience in which individuals express themselves, extract their creative capabilities, and unleash their talents to the fullest extent in a free manner, away from stereotypes, control, regulations, and restrictions on thought. At the same time, it is important not to overlook positive guidance and intelligent advice in guiding them in a way that aligns with our sound value heritage and correct principles.

On the other hand, we know that students can acquire bad habits and behaviors from their peers at school, but the worst thing a student may learn at school is to submit to the coercive ideas, opinions, and whims of teachers. This model of teachers stifles students' intellectual readiness through their unique opinions, their claim to speak on behalf of absolute truth, and their rejection of dialogue and debate from students. This can result in a generation of sons and daughters who lack a sense of belonging and even love for learning and education because they have, throughout their twelve years, suffered without reflection; they have been hurt without understanding. Most of them feel more fear than security and view school as a place of repulsion rather than attraction.

We must not forget that the process of change and development in societies is inevitable and has been occurring rapidly in recent times. Consequently, understanding this change and preparing for it requires new, flexible educational plans that align with the spirit of the times and go beyond traditional methods and strategies. Therefore, we must transform the reality in educational institutions from boredom to enjoyment, from rote memorization to dialogue and critical thinking, from intellectual oppression to freedom tempered by mutual respect and consideration for others, from imitation and repetition to innovation and renewal, from a singular curriculum to a multiplicity of curricula, from fear to security, from a singular assessment to a comprehensive and diverse evaluation, and from the notion that the outstanding student is the one who achieves the highest grades to recognizing that every student is talented and special.

We need to shift from traditional teaching methods to modern learning approaches that suit the development of this generation, from focusing on finishing pages in textbooks to emphasizing the most important aspects of the curriculum in terms of depth and continuity. We ought to change our perspective on school; from being a place of knowledge to being a setting for the development of three developmental needs, four types of relationships, and six life skills. In doing so, we can break down the crumbling traditional school model that hinders the learning process instead of promoting living and advancing it.

This transformation is not impossible if we can nurture teachers who believe in the significance of their role and feel the weight of the responsibility they carry, while also eliminating many practices and cultures that reinforce negativity in education. We also need to cultivate engaged and serious students in their learning, along with parents who recognize the importance and benefits of education. Learning should aim to prepare students for life and equip them to embrace its challenges with passion through genuine life skills, rather than merely aiming for the transmission of knowledge.

Who said that the school in its current form is a sacred book that cannot be changed? Who said that learning must last more than twelve years? Who said that learning is limited to textbooks? Who said that the teacher is the only source of information? Who said that learning should be restricted within the walls of the school? Who convinced us that monthly, semester, and annual exams are the basis for determining a student's abilities? Who says that the current school system is suitable for preparing our children for success in life? It is the human mind that fears change, the lack of will that is afraid of the hardships of work, and the lack of self-confidence that breeds hesitation in finding solutions. It is the weak character that claims, "We found our forefathers on a nation, and we will follow in their footsteps," coupled with the absence of wise management and sound governance that hinder progress. Even if such change serves the best interests of our children and the future of our nations, our management practices, our fearful mindsets, and our timid ambitions reduce these desperate hypotheses of our time to unyielding truths that we cannot deviate from, thus making them a harsh reality. Consequently, this has led to the loss of our sons' and daughters' potential and erased every opportunity for true development within them.

After once being models for educational policies in several Arab countries, and after having cultivated teachers we proudly showcased to the world, training and empowering hundreds of thousands of educators throughout the Arab nations, the education systems in these countries began to decline at the start of the twenty-first century. They have now become frail, incapable of keeping pace with the capabilities of our sons and daughters, and are far removed from fulfilling their hopes and aspirations. There have been significant setbacks in keeping up with the knowledge and skills required in this new century.

In the Arab world, and in many fields, we suffer from a kind of black hole that devours all our excellence and stands as an obstacle between us and the success that necessitates change. This black hole is named fear; fear of merely contemplating change. It solidifies our attachment to the old, which we revere, and we do not allow anyone to challenge it. This fear represents our comfort zone—a foolish zone that gives us a false sense of security, yet gradually destroys us until we find ourselves losing the greatest thing that God has created in our homelands: the potential of our children. We march like the living dead behind rote memorization, school exams, and outdated curricula that have long since become obsolete.

The information is like the yellowed paper found in one of the Pharaohs’ tombs, ancient and outdated. We walk like living dead behind educational paths that destroy rather than build, producing cohorts reminiscent of an era long past, not due to the age of these Arab groups; on the contrary, they are promising youth. However, for twelve years, they have been subjected to curricula, programs, and teaching methods that have long outlived their usefulness. The fear of change forces our heads down and entrenches us around a school that died at the beginning of the twenty-first century. This fear tries to bluntly convince us, through loudspeakers here and there, that we are well and in good standing. This fear of change engenders the greatest theft and deception in human history, stealing from nations that which they hold most dear: the uniqueness of their young men and women. It deceives the nation into believing it is fulfilling its duty excellently.

It is time for us to stop fearing the acknowledgment that the school has died and is no longer fit for life in its current form, and that there must be immediate change in its structure, inputs, methods, strategies, and everything else involved, so we can breathe life back into our sons and daughters, enabling them to join the global community in crafting success for themselves and the world.

I firmly believe that the Arab nation is capable of creating a new global educational model, which I will discuss in the upcoming pages. This steadfast belief arises from three main pillars. The first is the support of the kings and presidents of the Arab world for transformation and development processes in all areas of education. Let's take Jordan as an example, though similar instances can be found across all Arab countries without exception. His Majesty King Abdullah II and all kings and presidents in the Arab world support the development and modernization of education. The king spoke candidly and clearly in his seventh discussion paper titled "Building Our Human Capacities and Developing the Educational Process," which he identified as the essence of the nation's revival. He stated, "In light of this reality, we cannot overlook the significant challenges facing the education sector, starting with acknowledgment and then striving to overcome them and innovate effective solutions, leading to a modern educational system that forms a key pillar in building the prosperous future we seek." He described the rights of boys and girls in flourishing education, asserting, "I wholeheartedly believe that every Jordanian deserves the opportunity that enables him to learn and innovate."

He succeeds, excels, and reaches the highest ranks with faith, courage, and balance, seeing no limits to knowledge and no end to giving. He is open to all cultures, taking from them and leaving behind; wisdom is his quest, and truth is his aim. He always strives for excellence and achievement, constantly aspiring to greatness while directing all sectors of society toward that goal by stating that none of this can be realized without the combined efforts of everyone: the people, the government, and both private and public institutions must work together to provide a supportive environment and secure the necessary needs to build our human capacities through a sound and effective educational system that yields results continuously through the efforts of the sons and daughters of this nation, regardless of their backgrounds and life paths. He emphasizes his belief in the abilities and energies of our children and directs everyone toward this belief, advocating for the necessary modernization within educational and training systems to stimulate, discover, refine, and develop these potentials. He stated that educational institutions must recognize the immense energies, great capabilities, and diverse talents possessed by the sons and daughters of this nation, and they must strive to discover these potentials, develop those capacities, and refine those talents, pushing them to their utmost limits through the latest educational methods that encourage understanding, thinking, and comprehension rather than rote memorization. It should bridge the gap between theory and practice, analysis, and planning, opening wide horizons for its children to excel in every subject and to flourish in every art, profession, or craft.

He further rejected hesitation and fear in the journey of developing and modernizing education. He indicated that such fear and hesitation are primary causes of the waste of our sons' and daughters' energies. He stated that it is no longer acceptable under any circumstances to allow hesitation and fear of development and keeping up with advancements in science to squander our tremendous human resources. In his discussion to motivate Jordanians towards change and development in education, His Majesty cited Jordan’s illustrious history full of achievements and pride in this field, noting that Jordan has always been a pioneer in taking charge and has served as a model among nations in the region, and it must return to that once more. His Majesty said that Jordan and its courageous and proactive people have always led modernization and construction within our Arab nation, and we have been the ones striving for it, aiming to keep its reins in our hands so that we control its direction. We must not deny our glorious past or our immortal heritage and Arabic-Islamic civilization; rather, we must draw inspiration from it, build upon it, learn from it, and rely on it with an open mind and a contented soul that views the past only as a rich resource.

It fosters pride and self-esteem; there is no place for sowing division and hatred as a subject for research, contemplation, and analysis; it is not a foundation for imitation and stagnation and repetition. The king made it clear that change in education must occur and that it is essential beyond a doubt. How could it not, especially as the rapid changes around us necessitate it? He stated that every era has its own tools, means, concerns, and problems. Education in our modern age, which witnesses enormous advancements in technology, is not limited to reading and writing but transcends that; in the age of computers and the internet, it involves mastering essential global languages, possessing communication skills with others, understanding the principles of professional work, and developing the ability to analyze and think critically. This is to enable individuals to participate in knowledge production and contribute effectively.

Regarding the king’s vision for the future of education, he explicitly stated that we aspire to see Jordan take its place among the ranks of countries that have advanced in this field and have managed, through effort and perseverance, to secure leading positions in it. Building our human capacities through distinguished education and enhancing its outputs is our gateway to the future, as it constitutes common ground for understanding others and deepening values of tolerance, away from extremism and fanaticism. Additionally, achieving comprehensive reform is closely linked to educational renaissance, regardless of the circumstances and challenges we face. We also aspire for Jordan to become an experience that attracts others with its success, positioning itself as a leader in the modernization of education in the Arab world and a pioneer in the transition to a knowledge society. The challenge of education, as I have mentioned, is not confined to a specific country; efforts must unify and experiences be exchanged to overcome this challenge. Therefore, we must, in the Arab world, invest this support from officials to begin immediate work on thinking, planning, and implementing these visions, so that we can develop a new global educational and pedagogical system that emerges from the Arab world to all countries.

Secondly, the readiness of Arab experts in developing a new global educational system is significant, as many Arab experts in this field are considered among the best in the world regarding education and pedagogy within international systems and across all educational subjects and processes. They possess a vast amount of skills, knowledge, and experiences that qualify them to be developers of international educational systems, most notably the International Baccalaureate across all its educational stages, not to mention experts in the British and American systems and other global frameworks.

These experts are in real-time contact with the latest methods in education and pedagogy, and as I mentioned, they are considered among the global developers of these systems, not only in the field of learning but also in education, behavioral sciences, educational management, monitoring and evaluation, the development of modern curricula, leading work teams, accrediting schools, and international awards specialized in this field, along with various sciences, arts, and skills necessary in this sector. This expertise is capable of recognizing the detailed developmental needs with flexibility and can devise action plans that meet the highest standards. They are also proficient in teamwork, excelling in planning monitoring, evaluation, and correction processes, while harboring a strong commitment to provide everything necessary for schools in the Arab world to achieve genuine development in education. In every meeting I have with them, I feel immense pride in their belonging to their countries and their love for their sons and daughters. Conversely, I feel deep sadness when they begin discussing the assessment of the current educational reality and the fear of its outcomes for all our children in the Arab world. Unfortunately, these experts have not been given their due opportunity or share in developing educational systems in their countries. I am familiar with many of these Arab experiences in the global context; had they been allowed to gather under the auspices of the ministries of education, with the aim not only of empowering the educational systems of those countries but also of transcending that to develop a new global educational system, they could have made schools in the Arab world a successful global model within a three-year action plan.

However, we are in urgent need of someone who recognizes these experiences, places them where they rightfully belong, benefits from their expertise, and directs them toward developing a new educational system to elevate it to what it deserves. The third aspect involves the psychological readiness that is based on collaboration and the exchange of experiences among countries in the region, alongside the respect that countries around the world have for numerous Arab experiences in this sector. There is great respect for the history of the Arab teacher, as well as significant appreciation for their experts in international education. Whenever you sit in a gathering or attend a conference that includes educational experts from various countries, there is always praise for the educational history of many Arab countries in establishing educational systems and ministries. The impact of Arab expertise on developing education systems and policies in different countries is acknowledged. The recurring question in our minds is: When will education in the Arab world return to its former glory of real leadership and influence?

Is it positively competing with global education systems? When will the brilliance and radiance return to you? We feel that everyone is waiting for the Arab teacher to shake off the dust and step back into the spotlight in developing educational programs and systems worldwide. Therefore, we must capitalize on this opportunity presented by the regional and global psychological readiness connected to the history of education in many Arab countries, along with the confidence that still exists in the revival of education in our Arab region, hoping it will once again be at the forefront of educational leadership. We must not waste time clinging to traditional methods of managing educational institutions while circling around ourselves, oblivious to the developments and innovations happening around us in this field. We cannot bury our heads in the sand while both near and far surpass us; this is undoubtedly our last chance.

There is a pivotal question of utmost importance that represents a significant turning point, if not the most critical, in the life of schools in the Arab world. The answer to this question will outline the goal at the end of the roadmap. Either the school keeps its head in the sand, missing out on development and self-criticism intended for improvement, consequently expecting further decline, or it raises its head to see the light and becomes capable of a genuine, realistic assessment of its weaknesses. It then launches its capabilities, history, status, and the expertise of its staff to develop solutions consistent with the modernity and changes the world is currently experiencing, along with the new needs required for our sons and daughters in the coming years. This requires developing a new educational system and changing its approach, plans, and inputs to adjust the expected outputs and reclaim its regional brilliance and global competitiveness.

That question is: Should the school provide educational services? Or should it deliver educational values that enhance the capabilities of students and teachers while also uplifting the educational capacities of parents? From my experience in this field for more than a year, I believe that what schools are currently offering, unfortunately, represents the lowest levels of service.

\*\*Value; it is not taken into account, and the evidence for that is that the outputs of the school are summarized in two matters. The first is scientific poverty. As for the first output, we all know that students’ knowledge and skills are extremely weak, reaching a level of learning poverty at a very high rate. This rate indicates a danger that has already begun concerning our sons and daughters, and its effects will be even more devastating in the coming years for the nation. This poverty is clearly reflected in a report from the World Bank in 2011, which indicated that the percentage of children suffering from learning poverty across a group of Arab countries remained remarkably high. It pointed out that children who are ten years old in Jordan, for instance, are unable to read an age-appropriate text and understand it. The report also mentioned that this educational poverty leads to deficiencies in most children's learning in the region and obstructs their countries' progress in building human capital. The report noted a significant decline in boys' reading skills in several Arab countries based on the results of the assessment of fourth-grade students in the international study measuring literacy advancement. The report advised governments and ministries of education in several Arab countries, stating that governments should pay close attention to this issue in order to improve educational outcomes in general and to build human capital in the long run.

Imagine how millions of dollars have been wasted over the past ten years under the banner of educational development in the Arab world, and more dangerously, how years of our sons' and daughters' lives have been spent in an educational system that has not borne fruit in developing them and preparing them for real success in the coming years. Consider how much the nation has lost due to poorly studied educational policies and methodologies that have failed to steer the course of education and benefit from the potential, status, expertise, and global experiences effectively.

As for the second output, which is psychological barrenness, we all know that schools are not merely places for the formation and empowerment of learning and knowledge; equally important is the school’s ability to strengthen students' application through engaging means based on activities and other processes of values, desired behaviors, and essential life skills to ensure that they are more successful.\*\*

In the future, within a safe school environment where students feel happiness, well-being, and psychological security, I firmly believe that you paused at the phrase "well-being and psychological security" and wondered: Do my son and daughter truly feel psychological well-being in the school environment? Is the school environment safe for my children's emotions? Does the school foster values and desirable behaviors? Or are they learning behaviors we were previously unaware of and do not even want? The recurring question among parents is whether my child is a bully or being bullied. Is my child being empowered over others, or are others exerting power over them?

You know, I have sat with hundreds of parents over the past ten years, and I found that the majority fear sending their children to school, worried about them facing psychological setbacks and behavioral harm, not just due to dilapidated infrastructure or the large number of students in a single classroom or in the schoolyard, and not only because of teaching methods; but also because of how their children are treated by the educational staff and their peers. Thus, the school has become, in the eyes of some parents, a place where the strong take the rights of the weak. It is a place where parents fear their children will learn dangerous behaviors, undesirable habits, and words that are far removed from our culture. The school has turned into a threat to their happiness; it disrupts their engagement in life, undermines their childhood security, and sometimes causes psychological setbacks that require medical treatment.

A number of mothers now tell their children every morning, "If he hits you, hit him back! Don't stay silent about your rights; defend yourself, and don't come back to me today having been beaten." Some may say that we see such violence in schools around the world, and here I must state that the violence present in schools in various countries is an undesirable phenomenon that must cease to exist. The rate of violence in schools across the Arab world is alarmingly high, becoming unbearable; in one study conducted by an international organization regarding the rates of violence that children are exposed to both in school and at home, the prevalence reached alarming proportions in its various forms and types.

The multifaceted nature of this issue is extremely alarming and serves as a critical indicator of the psychological stagnation that our schools are imposing on our children. Most of them harbor a dislike for school and a longing for the days off, manifesting in their love for winter and summer vacations, alongside their aversion to Sundays and their displeasure when we wake them up every morning for school. These feelings are genuine for our sons and daughters; they do not know how to lie about their emotions. Their sentiments communicate a clear message: we either want the school to be a safe place where we feel happiness and love, treated with respect by everyone, and where our needs are understood and cared for, or we do not want to go there. We do not wish to attend a place that does not acknowledge our feelings or make us feel secure.

The tragedies we witness in the current outcomes of schools, marked by intellectual poverty and psychological stagnation, stem from transforming values into institutions by confining children within school walls and the confines of the prescribed curriculum. In reality, the school's role is to produce valuable outputs for society through learning—not merely education—fostering thinking rather than rote memorization, and cultivating love and understanding instead of conflict and stubbornness.

The school must apply His Majesty King Abdullah II's directive to educational institutions, which is to recognize the tremendous potential and diverse talents that the youth of this nation possess. It should strive to discover these potentials, develop their abilities, refine their talents, and maximize them using the latest educational methods that promote understanding and critical thinking, rather than mere memorization. Schools should connect theory with practice and analysis with planning, opening wide horizons for our children to excel in every subject and to thrive in every art, profession, or craft.

Unfortunately, a very large number of indoctrination methods are prevalent in many schools across the Arab world. For example, when you find that punishment is one of the primary tools a teacher uses to maintain discipline among their students, it halts their abilities, stifles their creativity, increases their anxiety, raises their stress levels, and fosters a prevailing fear of the teacher and the school. This represents a form of indoctrination.

When you observe that the examination system and the subsequent classification of students as either smart or foolish is based solely on their exam scores—without consideration of their other abilities or their work throughout the month, semester, or year—this is also indoctrination. When we use blunt phrases like "on exam day, a person is either honored or humiliated," we are indeed talking about indoctrination.

When a teacher and the school administration, along with the educational system, fail to consider the developmental needs of students related to their age—whether physical, psychological, social, or intellectual—this is undoubtedly a form of indoctrination. Furthermore, when teachers, school management, and the educational system lavishly apply stressful supervision techniques on students in the classroom, in the playgrounds, in school facilities, and during examinations, making them feel guilty, perpetually threatened, and in danger at all times, this too is a form of indoctrination.

Additionally, when the educational system in schools neglects that the foundation for fostering desirable behavior, unleashing potentials, and building skills is through the ongoing reinforcement of even the minimum efforts made by students, and instead substitutes that with criticism, violence, blame, comparison, and reprimanding—methods that stifle children’s potentials—this is again a form of indoctrination.

When phrases like “this is a lost generation,” “a failed generation,” “a generation that does not belong to us,” and “a generation that needs severity” circulate among teachers and school staff, it certainly leads to teachers becoming indoctrinated and students being indoctrinated as well. When the educational system instills in students the notion that the teacher is the sole source of knowledge and that the school curriculum represented in the pages of textbooks across different subjects is the ultimate source of knowledge—implying that there is no knowledge outside of these books and the way the teacher teaches it—this is undoubtedly indoctrination.

When a teacher hates their profession, and a student hates their school; and the administration hates its work; this is because we live the roles of the tamer and the tamed, for no one wants to fulfill their role when the teacher neither understands nor masters how to consider the abilities of the children and their individual differences. They become a tamer for them, and the classroom session turns into consecutive stages of blatant taming that squander energies and waste opportunities. When the teacher masters the art of rote learning and ignores innovative, critical, analytical, and synthesizing teaching methods, this is a form of taming of the students' minds when the student is merely a number in their class and school; without regard to their feelings and abilities. It is also a form of taming when the educational system supports the idea of memorization as the ultimate goal of school outputs for its students, while neglecting the development of their diverse artistic and athletic skills; and the enhancement of their higher mental abilities, such as analysis, synthesis, inference, and decision-making. This is because it is a factory for taming when the school curriculum that the teacher must complete from beginning to end is the center of the educational process, rather than the student. This is also a form of taming when a student is punished for disagreeing with their teacher's opinion; this is taming in its purest form. When all students are punished for the actions of a classmate who made a noise or displayed disruptive behavior, this is another example of taming. When a teacher asks elementary school students to listen, put their hands over their mouths, cross their arms, and remain still, this is one of the most dangerous forms of taming. When a student feels tense and afraid of the teacher's voice or the bullying of their classmates and cannot express themselves for fear of others’ anger at school, this is also taming. When a student is punished or humiliated for receiving a low mark on a test, this too is taming. And when, and when, and when—let me not hide the truth from you, I have suffered greatly while writing these examples, as I continue to hear them from many students and their families in my counseling sessions when they come to discuss their anger towards their children's schools.

The offspring are wasting the energies of sons and daughters, as well as the infinite opportunities from our homelands. Domestication is one of the most dangerous outcomes of failure within the educational system, encompassing its inputs, processes, and final outputs. The root of this issue lies in the intellectual distortion suffered by a group of decision-makers and educational staff in the Arab world, along with the lack of proper and adequate training for teachers and educational leaders. Furthermore, there is an absence of sufficient monitoring, evaluation, and correction systems in schools.

While discussing the domestication of education in the Arab world, I recalled the first time I heard the term. I was visiting one of the primary schools, specifically the first three grades, with a British expert. Every time we entered a classroom, we observed the remarkable quietness of the students, who kept their fingers on their lips without uttering a word. All of them looked at the teacher with admiration and respect, only speaking when prompted by her. When we exited, the expert spoke to me, saying, “Dr. Yazan, why are you domesticating your students?”

“What do you mean?” I replied.

The expert responded, “What I saw was a real example of how you treat your students like poultry. How can a first or second grader sit with their finger on their mouth? What’s wrong with that?”

The expert explained, “Closing the mouth prevents the child from thinking. Speaking expresses the student's ideas to the teacher, but the student only speaks when guided and approved by the teacher. Consequently, they cannot think freely and unleash their thoughts except as instructed by the teacher.”

I responded, “That’s true.”

The expert continued, “At this age, students should learn to think, talk, ask questions, and express everything they want in front of the teacher. This method does not satisfy the student's hunger for freedom and the expression of their thoughts, skills, and abilities. They remain domesticated as per the teacher’s wishes.”

I had no comment. The greater problem is that we have started to live with the consequences of this ongoing domestication since the year 001. It is reflected in many alarming and painful observations across various aspects of life.

Many of our sons and daughters have failed at early stages of their lives, leading to the spread of undesirable habits among them, such as drug use and addiction to electronic games. Many of them have struggled to establish and build stable families, as instances of divorce have increased among the younger generations in most Arab countries. Their weakness in contributing to the production and national income of their countries stems from various issues related to their thinking and decision-making processes. This includes their job search efforts and their tendency to blame their countries for shortcomings when jobs are not provided, alongside their inability to consider alternatives like entrepreneurial ventures. Increased tension, anger, crime, and more are just a few outcomes. However, I believe these are not outcomes caused by this generation; rather, they are the poor results of the negative inputs that schools have instilled in them through their conditioning processes. They are innocent of this, as innocent as a wolf is of the blood of Joseph. The proof of the latent potential they possess, which we have failed to bring out, is that when they face existential pressure, they mobilize, awaken, and innovate.

As for humanizing education, it refers to an approach that consistently pays attention to the humanity of the school environment for both students and teachers alike. This environment provides continuous support for situations that enhance experiences through active activities that help everyone unleash their creative energies and capacities. It allows opportunities to express feelings and emotions, fostering their higher mental capabilities alongside their emotional and physical skills. It also nurtures their social relationships in a safe manner, helping them develop their unique talents and abilities while enabling them to recognize their identities in balance, their characteristics, and those around them, as well as the things and creatures that encompass them. It strengthens their communication and problem-solving skills, decision-making, creative thinking, teamwork, and time management—all rooted in a foundation of feelings of safety and accommodating students according to their diverse abilities. It is based on encouragement, uplifting spirits, and promoting collective learning, wherein the teacher acts as a facilitator rather than being singular in knowledge and lecture methods. It involves activities, dialogue, discussions, intelligent questioning, and project-based learning that lead students to the knowledge we seek. It is based on the notion that the student is at the center of the educational process, not just the curriculum. Furthermore, student assessment is continuous, free from threats, intimidation, or warnings—it is not a punitive assessment.

The performance in exams is based on replacing violent means with safe interaction grounded in understanding and positive guidance. I know that some say to the ministries of education that this is financially exhausting, but we will discuss the solutions to this matter in the upcoming pages, God willing. The humanization of education that we aspire to means that we make education a servant to humanity, not a burden on it and its emotions. It means transforming knowledge into wisdom, helping our children build themselves, their ways of thinking, and truly develop their identities. It also means instilling hope, love, optimism, positivity, and happiness in every moment of our sons' and daughters' presence in their schools. It involves promoting a culture of dialogue and the etiquette of disagreement and diversity in all its forms. It means being inclusive of the components of a human: their mind, emotions, and body; and being comprehensive in developing their relationships with themselves, their Creator, others, and things. It encompasses strengthening life skills such as communication, problem-solving, decision-making, time management, teamwork, and creative thinking.

The core idea and service of the bank are represented in depositing money and then withdrawing it, in such a way that the person withdrawing the money is not affected by this process, whether the withdrawer is a mere machine or a bank employee. The employee does not know why the money was deposited or why it is being withdrawn, and they will forget you when they receive the next customer, while the machine will not recognize you at all; it will only identify you through the input of your PIN, and it will not ask you why you want to withdraw money.

This is exactly what happens in many of our schools, where a large number of them applying the educational systems endorsed by our ministries operate on the idea of "banking education." The teacher acts as a depositor, mechanically depositing information into students' minds without any enjoyment or interaction, and the students store this information in their minds just as your bank balance is stored in the bank's computers. Then comes the day of the exam, when students retrieve or expel this information before forgetting it, just as a bank employee forgets their clients, how much they withdrew, and why they withdrew that money or information. This method, which has been extended over decades and continues to be practiced in even more horrific ways, is considered one of the biggest killers of education, even the most significant.

The factors that have led to the demise of schools, diverting them from their original goals and paths, show that an education system focused on rote learning rather than actual teaching, driven by a banking model of education, significantly contributes to the creation of entire generations that neither love learning nor desire it, and even harbor a dislike for the mere mention of school. More troubling still, this approach does not align with the potential of our sons and daughters, resulting in our countries losing those latent creative energies within them. The banking model of education robs these nations of countless opportunities for positive competitiveness among states worldwide, and the school loses its true meaning, which is grounded in the authentic development of all student components. Instead, it becomes a burden on society, leading to widespread complaints from students and their parents regarding the educational methods employed by schools, or the banking model imposed on its attendees.

Moreover, teachers frequently experience boredom and a loss of passion and enthusiasm for genuinely developing their students through interactive methods, which adversely affects the vibrancy of classroom lessons, causing students to feel disinterested and uninspired in their learning journey. We often witness the teacher's discontent manifesting in their words and mannerisms at school, reflecting an overall dissatisfaction with their profession, which may even be evident in their appearance, clothing, language, and behavior towards those around them.

I cannot keep this a secret: the educational systems in our ministries, which rely on the notion of assessing students through monthly, quarterly, and annual exams while avoiding continuous assessment of students, operate on the premise that the final years of schooling should be based on minute differences in student evaluation and the way questions are framed in school exams. This only reinforces a banking methodology of education. When we sit with any teacher in these countries and ask them about the effectiveness and utility of the teaching methods they employ, they respond in unison that they are compelled to resort to such rote-learning techniques to prepare students for higher secondary exams—the Tawjihi or general secondary exams—since it operates on the basis of fractional grading through the examination system within our educational policies. At that point, we clearly realize that there is a fundamental flaw in the structure of the educational system as represented in the policies of the ministries of education in those countries.

Moreover, some ministries' policies inadvertently promote the application of the banking education tools, built on the idea that the curriculum represents Pharaoh's declaration as described in the Holy Quran: "I am your exalted lord" (Surah An-Nazi'at, 24) and "And I do not know for you another god besides me" (Surah Al-Qasas, 38). This presents the school curriculum as the very gospel of knowledge, asserting that it is the only valid way to acquire understanding, rendering any alternative invalid or unacceptable.

His violation where it takes you, dear diligent student, at the beginning of the academic year to start throughout the year with memorization and regurgitation like sheep regurgitate their food. Then, you expel it during the exams throughout the year. Honestly, I have not found in the policies of these ministries any that is based on the idea of multiple sources of knowledge as exists in many countries around the world. Rather, these ministries are unable to propose or even contemplate such an idea. Consequently, we have lived and continue to live in an era where some ministries of education and teaching support the deadly, suffocating idea of education for our children and our nations.

Let me pose this question to you: What does a canned food factory do? Let’s choose, for example, a factory for canning tomatoes. What it does, clearly and briefly, is to bring tomatoes to the factory; place them in special rooms, then move them to other rooms to start mashing them until they reach the desired consistency. They are then transferred to a third place to begin packing them into special cans, each of which is governed by conditions set by the factory, without the tomatoes having any power or control. They are merely nice red beings that follow orders. If any tomato goes off the line, the worker has two choices: either crush and mash it, or force it to return to the production line. It is not allowed to move outside the production line, which will ultimately lead it to the canning stage after its shape, consistency, and destiny have changed.

Do you know something? I believe that as you read the previous lines, you have reached a point where you can imagine students inside a canned goods factory called school. Some of you might have thought to yourselves that you are right; our children are inside a canned goods factory for more than twelve years, emerging from the school gates canned in the way the teacher desires and in accordance with the curriculum set by the Ministry of Education, having achieved the desired consistency.

But I have a question for you all: is this the framework or form that our sons and daughters should emerge from, with memorization and rote learning in exam halls, often feeling a lack of psychological safety and social acceptance, unable to develop their talents, hobbies, and abilities, and even their humanity? Is this framework a correct one? Are our children turning out as we want them to be, and as our nations want them to be: successful, creative, thoughtful, adventurous, humanitarian thinkers capable of planning, making decisions, and progressing towards success in life?

Some may go so far as to say that these are years of lost potential for our sons and daughters, while others might take it even further to claim that the school kills our children after having already killed the school itself. The school is necessary in a person's life, but we do not want it to become a factory where their energies, abilities, and traits are wasted between its walls. Thus, we have to accept that the traditional school model has died, and it is no longer suitable given the inputs, processes, and outputs that align with the capabilities of this generation and its various components.

We must acknowledge that in many schools, the letter ‘m’ has been removed from the word “education” and replaced with the letter ‘b.’ Only then should we, as experts in education, stand united alongside all segments of society to recognize the truth: that the school, in its current form and in this century, has deviated from its course, and its harm has become greater than its benefit.

Once again, I want to clarify that I am not discussing the idea of closing schools or ending their existence, and that our sons and daughters should live without schools—no, I do not mean that at all. What I mean, in short, is that the current form of the school, having become a factory for canned knowledge, is inadequate for our children and our nations. There needs to be a change in the educational policies and frameworks that aligns with the capabilities of this generation, enabling them not just to regurgitate knowledge, but to create success themselves. I will provide some ideas for this change in the upcoming pages, so please don’t rush me, I beg you.

Let me pose a question to everyone: to teachers, school administrators, parents, ministers of education, and all involved—do we really need our children to stay in school for twelve years only to graduate mastering one aspect of life, namely, memorization and regurgitation of information? And even that, they may not excel at. Or do we want them to benefit from every moment during those twelve years spent in developing all dimensions of their being?

In areas like analysis, synthesis, deduction, decision-making, time management, teamwork, and genuine communication with those around them; in love, giving, understanding, and managing emotions; in truly nurturing their talents, desires, and strengths; in seeking knowledge, creating it, refining it, critiquing it, and innovating it; in building a safe relationship with themselves, their Creator, and others, as well as with the things that God has created; in employing the best methods to benefit from the knowledge around them and transforming it into wisdom; in play, fun, joy, and protection from anything that could negatively impact them psychologically or physically; in developing their knowledge and skills in entrepreneurship and volunteering; in solving problems with wisdom and a clear mind, away from anger and violence; in fostering their humanity and coexisting with those around them with respect despite differences; in developing their ability to be balanced and daring with a reasonable mind rather than recklessness; and in being ethical and creative, able to regulate their behavior autonomously without external imposition, thinking about what is right and what is wrong, possessing the ability to apply good and righteousness while steering clear of wrongdoing and harm.

There are hundreds of dimensions that schools need to cultivate in our children, not just one. Unfortunately, if we evaluate our schools, they either foster only one dimension—namely, memorization and regurgitation of information—or produce nothing at all, or, even more dangerously, they undermine what parents have built in their children regarding distinctive attributes. This is exactly what we hear from parents lately, as complaints abound: "I raised my son and daughter to have the ability to do this and that, but after a short time in school, they have lost many of the habits we instilled in them and which helped develop their abilities."

Did you know that our children's capacity for creative thinking before entering formal schooling is greater than their capacity for creative thinking three years after they start school? The percentage of this dimension, for example, noticeably declines after our sons and daughters enroll in school.

What does this indicate? Does it show that the school is now fulfilling its duty to develop the dimension of creative thinking in our children? Or has it instead succumbed to the outdated teaching methods and rote processes that it imposes on them?

I know that some educators may disagree with me on a number of ideas presented in this book, and I am aware that many of them will specifically oppose this idea. Conversely, I am certain that the Ministry of Education in many countries will refute most, if not all, of what is mentioned in these pages. And honestly, that’s perfectly fine; all opinions are respected and valued.

However, what matters most is that we all work together to find a way to genuinely guide this generation and future generations toward a comprehensive understanding of success in life. Without prolonging the discussion, the term "schooling" for some refers to all the processes, methods, and tools that take place inside schools and classrooms aimed at achieving the desired learning outcomes. Yet, I believe that this term and its application in this manner have actually contributed to the decline of schools in this century. This is because it also entails that the strategies, policies, inputs, processes, and outputs set by the Ministries of Education are treated as inalterable decrees, without genuine involvement from all stakeholders in education, especially students, parents, educational experts, and positive influencers in the community. This, in essence, leads to a stagnation in education.

We have been compelled to accept everything that comes from it, and it is not necessarily the case that what emerges will bring the success we desire for our sons and daughters. If you wish, you can look at all the statistics that reflect the weakness of end results after years of study, which we observe in our children, whether in terms of deficiencies in their basic developmental needs or their relational systems, in addition to their significant struggle to possess and apply life skills. Do you not see how the teacher becomes entrenched, defensive, and positioned against parents when they are not heard? Aren't you with me in witnessing the entrenchment and positioning when we review the Ministry of Education and cannot file a complaint regarding teaching methods or regarding a curriculum? Isn't the school practicing education incorrectly when time passes and it continues to operate on an outdated educational system, remaining unchanged even after decades since its design? Yes, perhaps it was suitable for decades gone by; however, it is no longer appropriate in light of human knowledge and technological development. It no longer meets the needs of this generation, distinguished by its intelligence and capabilities. Indeed, this system can be regarded as clinically and truly dead when we observe its negative effects on the outcomes in our sons and daughters — destruction rather than reform.

One of the most serious causes of entrenched practices comes from the top of the educational hierarchy from two directions: first, when the head of the educational system is from outside the education sector. If the head of the educational and teaching hierarchy comes from another sector, they do not know how to grasp the essence of the issues; even if they do know, they lack the ability to apply what they have learned. And if they do know, they cannot carry out the necessary evaluations, assessments, or corrections, as they come from another world and lack the sufficient experience, knowledge, and skills to navigate these matters. Their work turns into mere formal protocols and administrative tasks. Unfortunately, the field considers them an intruder, making them easily led by others around them in whatever direction they want, which leads this official back to square one: adhering to the educational model in which they grew up and surrounding themselves with entrenched practices.

Secondly, if the leader is from the educational decision-makers and practitioners, they may possess old experiences far removed from modernity and updates, becoming the end authority in how strategies and plans are managed—an authority that no one can challenge. They provide a model of oppressive governance.

\*\*Translation:\*\*

Schooling, in his opinion, and in his judgments, reflects on those around him and those beneath them from the endless schooling in educational methods and learning. We need to put an end to schooling in schools by eliminating the control of these leaders over the school and replacing them with educators who are capable of thinking about the mechanisms to create a global learning system and not just benefiting from contemporary practices in ways that they consider as feedback for themselves. They should listen, pay attention, and make bold decisions with wisdom and consultation. Moreover, they should not only communicate with educational staff at all levels, but also utilize modern communication methods with students, children, and parents. They must engage with the public, listen to them, and transform needs into strategic plans and real-field applications, all while being able to make education ministries a source of national income without burdening the citizen. There are methods for this that will be mentioned later.

I begin my remarks on this truth by extending my heartfelt gratitude and appreciation to all teachers for the years they dedicate to our sons and daughters inside classrooms and within school facilities, striving their utmost alongside them. My words do not apply universally to all teachers; some are devoted while others fall short. However, the critical question remains: what is the ratio of those who are dedicated compared to those who are not? The truth is that, over the past twenty-seven years, I have had the honor of meeting thousands of teachers through various gatherings in many Arab and European countries, and I have seen both the weeds and the wheat in the world of education. I do not exaggerate when I say that goodness among teachers is always present, as they stand at the forefront of the most challenging tasks on Earth. Conversely, if there is a negligent teacher, it is due to two reasons: the first is the nature of this teacher, whose thinking is based on what I call "justifying thought," wherein the negligent teacher looks for a scapegoat to hang their weaknesses and problems on. The second reason is the nature of the education system and the methodologies followed in many countries, which entrench the weaknesses in the teacher who seeks out...

To be weak and put the blame on the shortcomings of the educational system itself, without having a solid foundation that enhances one's abilities and applies the right tools in education that are appropriate for this century and suited to the capacities of this generation, is to be led gently away from this profession if one does not work harder than what is required of them. Allow me to pose a series of questions to teachers: How many of us, as educational staff, experience moments of happiness and love during our time at school? How many of us do not love this profession, feel it is a burden on our hearts, and wish they had not become teachers? How many strive to remain in this profession? And how many seek to escape from it? How many of us feel proud to be a teacher? And how many wish they were not in this role? Who among us wakes up in the morning filled with enthusiasm to go to school? And how many look for excuses to be absent? How many of us think that these training sessions are a waste of time? How many give from their hearts without concerning themselves with the financial return? And how many say they give according to their income? How many treat their students with love? And how many handle them with harshness and rigidity? How many truly feel their students' love for them? How many are aware of the last time they meaningfully engaged in their students’ learning? How many educational projects have your students undertaken during the past academic year? Are you able to prepare and deliver your lesson according to the individual differences among your students? How much verbal encouragement do you direct towards your students in each lesson? Do you consider yourself an educator as well as a teacher, or simply a teacher? What is the last thing you read about developmental psychology? And what is the most recent information you learned about appropriate teaching methods for this century and for this generation's capabilities?

What habits, morals, and values have you instilled in your students regarding the life skills you believe are essential for them, and how did you cultivate these through role modeling, dialogue, and projects? What is the extent of behavioral improvement in your students who were influenced by you? How many times have you met with your colleagues to discuss the best learning and educational tools for your students and exchanged useful knowledge and experiences? Do you like your colleagues at work? And do you appreciate the school administration? How many free training courses, and how many of those remotely, have you attended to enhance your abilities as a teacher and educator?

And the most important questions, especially for teachers with many years of experience: Are you a teacher who masters the art of renewing your experiences every year and is capable of developing yourself, your skills, and your knowledge in the field of education and learning? Or do you find yourself repeating the same experiences of your first three years without any renewal? Are you capable of actively participating in the true development of education given your long years of experience?

When you sit with yourself from time to time, do you say, "I wish I had not become a teacher, I wish I hadn’t wasted these years of my life in this profession"? Or do you feel pride and satisfaction with the years you have spent in education? Do you sit proudly at social events and feel that people give you your deserved social standing? Or do you feel that you are beneath them? Do you encourage others to follow your path in teaching and education? Or do you warn those around you against embarking on the journey of education to become teachers and educators?

Are you a positive influence on the new teachers around you? Or do you, in your meetings with them, become a discouraging element that pushes them away from this profession? When was the last time you offered a training course on the fundamentals of learning and education to your colleagues? When was the last time you positively guided parents on effective ways to engage? I believe that a considerable number of teachers may give unexpectedly honest answers to these questions; in fact, shocking ones.

These questions reveal truths about the teachers that they do not share with anyone, and may not share with anyone at all. I believe that some school administrations, educational officials, and Ministers of Education are fully aware of the nature of the answers to these questions. Even more concerning is the fact that we, as parents of students in schools, know those answers. Unfortunately, what lies behind these answers shows the harsh reality that the main tool in the school—and for the school—has died. It indicates that teachers are suffering from the death of the school, and this suffering significantly reflects on the school’s outputs. These outputs jeopardize the abilities of our sons and daughters and the building of our nations. My questions regarding teachers are now directed at the parents of the students in the schools that millions of our children attend daily for up to twelve years. Are you satisfied with the way teachers handle the behavior and mistakes of your children? What is the level of satisfaction regarding the academic achievement produced each year? Do teachers treat you with consistent respect when you visit your children's school? Do you see that teachers are capable and adequately qualified to treat your sons and daughters as educators before they are teachers? Do you think that teachers are sufficiently qualified in using engaging methods with them? Have they instilled values in them? Have your children been able to apply life skills by emulating their teachers? What is the main reason behind your children's dislike for their schools? How many times have they come home complaining about the poor treatment from teachers? How many times has a teacher described your son or daughter using inappropriate terms, labeling them as "weak" and other descriptors that are considered taboo in the realm of education? And how many, how many, how many?

The implementation of numerous developmental projects by the Ministries of Education is considered one of their most significant responsibilities in enhancing human capacity to keep pace with development and modernization. They allocate substantial amounts in their budgets for these projects and spend large financial sums from their budgets. However, the lingering question is, what is the impact of these projects on the quality and development of education in schools? The answer lies in the inverse relationship we observe between the number of these projects and the quality of education in schools. The more such projects increase, the lower the education quality tends to decline. An even more pressing question is why this inverse relationship exists.

Allow me to summarize the answer in the following points:

Firstly, during the implementation of these projects, there is often little focus on the quality of the final outputs; rather, the emphasis is on quantity. Questions surrounding the project generally revolve around how many teachers or administrators have been trained, how many schools have had the project implemented, how many students or parents attended the training workshops, how many personnel are involved in the project, and so on, ad infinitum.

A group of experts who have executed more than twenty projects between the years 2011 and 2021 informed me that the real qualitative impact of any of these projects has only been measured once, while the rest were assessed quantitatively, disregarding the actual effects of these projects on the quality of outputs for students, parents, and teachers. I recall in one discussion with a responsible educational expert who has many years of experience in an international organization, she told me that one of the projects executed with one of the Ministries of Education had its impact measured at her personal request from that international organization. I was taken aback when she asked me, saying...

Yazan, do you know what percentage of impact this project had in the school field? I told her it might have reached fifty percent; she said its impact was zero. The major problem is that the project lasted three consecutive years and had a budget of several million dollars, specifically aimed at improving the efficiency of teachers in the primary grades. Thus, it was one of the most important types of projects. The bigger issue is that the executing company took its payment without any oversight from the ministry, as what mattered was that the quantitative implementation of the project was completed without any attention to the qualitative execution and the required impact on education. We experience daily challenges with our sons and daughters in their schools due to the effects of this quantitative measurement, which is the optimal choice for the subject of development, coupled with a clear weakness in work plans, frameworks, and policies, as well as in the scientific contents and training materials and their alignment with the actual needs for development. There is also a notable weakness in the trainers' abilities to empower the trainees with the necessary skills, a superficial existence of monitoring and evaluation plans, and the necessary corrective measures, as well as building secure relationships with those responsible for training in official bodies. The principle of "hit and run" dominates the training and development policy. All these challenges significantly weaken the quality of the outputs, which are not measured at all by a correct methodology, and the project's impact on the actual field in schools. Therefore, dear reader, do not be surprised when I say that there is an inverse relationship between the number of developmental projects and the quality of work in schools. The third focal point is the weak culture of awareness regarding the impact and importance of training among teachers or participation in developmental programs. If you ask them why this is the case, they say we have attended many of them, but we have only benefited a little. We have enough work; what will change whether I attend or not?

These programs are a waste of time and effort. I have another job after working hours that I earn from for my children, and I cannot participate without any additional incentives or financial rewards for my involvement in this program. I don't want to exhaust myself; the training program is unproductive, and I do not wish to attend. How can you provide us with a trainer who lacks sufficient experience to call himself an expert? I have years of experience in the field of education greater than his age; I will not continue attending this training. We have attended many developmental programs, but none have had any impact on the reality of education. The training is boring and ineffective; half of the attendees were asleep. The needs we require are in one direction, while the materials of the meeting are in another. This prevailing culture among teachers largely reflects the field's opinion on the quality and nature of training programs, which, on the other hand, hinders achieving the desired qualitative impact of these programs on education. Therefore, there is an inverse relationship between the number of developmental programs and the enormous amounts spent on them and the qualitative impact they have on the reality and field of education.

Before you start reading the rest of the lines in this truth, I must clarify that the school is an indispensable institution and a fundamental component of modern societies. The aim of this book is not to propose the closure of schools; rather, the objective is to keep the concept of school alive with radical and gradual changes within clearly defined and continuously measured action plans. This is aimed at revitalizing schools to enable them to graduate sons and daughters equipped with all the tools for success in this century, tailored to their unique abilities, and to instill in them the necessary skills—not just knowledge—in engaging ways.

Allow me to pose a set of questions to parents: Why do you send your children to school? Does the school fulfill what you desire and expect? Do you find in your children's schools a truly comprehensive foundation for their development? How much do you struggle with their schools? Or are you reassured by them? How do your sons and daughters wake up in the morning before going to school? Do you feel pain when your children return from school due to the problems they share with you and the incidents that occur, whether with their peers, their teachers, or with various staff members in the school? Or is it different?

What hobbies and talents has the school developed in your sons and daughters over the years? Do you believe that the teacher masters the art of positive psychological interaction with your children? Has the school been able to cultivate their basic skills such as communication, teamwork, problem-solving, time management, creative thinking, and decision-making? What about your satisfaction with the behaviors that your children learn from school—be it from teachers or their classmates? Has the school succeeded in providing our sons and daughters with what they need for success in life? Many parents view school as a necessary daily routine without considering the real outcomes expected from it or measuring its positive or negative impact on them; this is because the school has boxed them into the idea that the result they are supposed to see is the sole criterion for judgment.

Your child’s intelligence or lack thereof, along with their success or failure and their full potential, are merely represented by a report card—whether monthly, quarterly, or annually—that reaches the guardian. This card measures how well they can remember and memorize the information presented to them through rote learning and intimidation. Then, your child regurgitates this memorized content in a flawed examination system, without any consideration for their other latent abilities and without a means to discover their talents or assist them in developing those talents. This process ignores the waste of time spent on academic subjects filled with unnecessary filler content, and it fails to address the vast changes in life across its various aspects. Unfortunately, it also doesn’t manage to bridge the gap between the labor market and the opportunities available for entrepreneurs, while it instead focuses on entrenching the notion of the employee.

My friend, did you know that when your children study, they present the best years of their lives to the altar of school, feeling boredom, hatred, and disgust for twelve years? During this time, they sit through almost twelve thousand hours over two thousand three hundred school days, only to graduate and then attend university for four or five more years, after which they end up begging relatives and acquaintances for jobs that yield a meager income of no more than five hundred dollars at best, and they often struggle to find such jobs for years?

My friend, are you seeking a degree that neither fills nor nourishes your child? Or are you looking for a school where your child can spend their formative years, equipping them for life with competence, happiness, and capability?

My friend, do you know that all industries have evolved, changed, and adapted except for the structure of school itself? For instance, consider the evolution of the automotive industry; if you flip through images of cars from a hundred years ago, you can see the notable differences and developments that have occurred between the past and the present, because car factories have advanced, modernized, and shaped themselves to fit contemporary needs.

However, if you look at the structure of a school from the eighteenth century to now, you will find that the school is still essentially the same, adhering to the system your father studied, the one you went through, and the one your child is currently experiencing. Does it make sense that the format of school remains unchanged in an era where the pace of knowledge is accelerating, allowing someone to surpass all the school curricula globally in just one day? For me, it seems imperative that schools evolve just as the world does.

As part of well-studied plans, clear and intelligent working mechanisms, and evaluation methods for this process, we aim to elevate the structure of the school to the level that we aspire to as parents, citizens, students, and education experts. In this section of the book, I will present to you six main solutions to rejuvenate the school and bring it back from a state of clinical death to life. I hope everyone reads these solutions thoughtfully and shares their opinions—whether in agreement, disagreement, or with suggestions for amendments. My email is at your disposal so we can discuss this further.

I know that the task involved in this idea, which I chose to present first due to its importance, is not an easy one; it represents a true revolution in the field of education across all schools around the world. However, it is the solid foundation necessary to revive schools in modern times. We can no longer produce students who feel like they have emerged from a cave, shocked by the vast difference between what they learned within the school walls over the course of twelve years and the realities of life, its demands, and true skills.

Let us start with this idea and compel schools to fundamentally alter what they offer our sons and daughters in a real and genuine way, in terms of inputs, outputs, policies, strategies, and tools. Let us clearly reflect on the realities of the future and adapt the education systems, their policies, structures, ideas, methods, and strategies accordingly. Let’s move away from the ostrich buried in sand, escaping from the impending danger, and convince ourselves that we are safe from the threat, while in reality, we are anything but secure.

The school, due to its stagnant strategies and methods, remains trapped in approaches and curricula that do not nourish nor satisfy the needs of our sons and daughters in preparing them for life in a true sense, thus failing to optimally utilize the long years they spend in schools without gaining practical skills to face life and succeed in it. Naturally, as you read the components of this idea, you may feel that what is required is a complete overhaul that challenges the foundational principles of education and the established role that schools have maintained for years. But there's no need to worry, for the phase of renewal often appears daunting and challenging. However, once we embark on it, we will appreciate the wonderful outcomes it can bring for our sons and daughters, as well as for the Arab nations. Yes, there are significant tasks and intricate details that need to be addressed, but it’s essential that we begin the journey of revitalizing the school’s role anew, pulling it from the continuous slumber it has been in for decades, which is draining our children of their capacities, talents, and potential.

I know that some of you will support this idea, while some will oppose it, and many of you will adjust it, and this is exactly what is needed. My words are not gospel; they are human words that may contain fallacies from both sides. Yet, they also hold valuable insights that could light the way forward. Let’s start now by dissecting the points of this idea of implementing a new system in the realm of education—a system that nurtures relationships and skills. Most people agree that success in the age we live in, which began at the dawn of the new century, is not solely linked to the quantity of knowledge and information but is closely tied to three fundamental axes:

1. The first axis is the three developmental areas, which means enhancing a person's ability to address, in a balanced manner, their three developmental needs: cognitive skills at all levels, from analysis to synthesis to inference—not just memorization and recall.

2. The second axis is the system of four relationships, which encompasses the individual’s relationship with their Creator, their relationships with others around them, and their relationship with the world and things surrounding them.

3. The third axis relates to six life skills, ensuring that a person is effective.

Capable of effectively applying life skills that revolve around six essential and fundamental skills: communication, problem-solving, decision-making, time management, teamwork, and creative thinking.

An assessment of the reality of education in the Arab world, whether in schools or at home, reveals that the considerable attention from the adult world—teachers, administrators, decision-makers, and parents—often remains focused mostly on the ability of boys and girls to acquire information and knowledge, and even at the lowest levels of it, which is rote memorization. For instance, the attention of schools, ministries of education, and parents toward developing the capabilities of their children to apply life skills and enhance them is almost nonexistent or, at best, timid. If you were to visit a school and ask teachers about the life skills they implement with your children, you would find vague and inconsistent answers. If you then asked them how they develop the basic life skills in your son or daughter, their response would shift to traditional teaching methods and rote learning, as the teacher does not have a clear idea of what you are inquiring about. This is compounded by the fact that the Ministry of Education in their country has not shown any concern for this topic.

Imagine the significant losses and missed opportunities for your son and daughter in the job market and entrepreneurship due to spending more than twelve years on school benches, followed by years in university, without receiving any training on the effective application of life skills. We must also consider the immense losses and opportunities that our countries miss because of the lack of empowerment of boys and girls in these skills due to their absence or the insufficient attention to them. The focus of education ministers remains on information and knowledge, and the slight consideration they offer to life skills is a mere afterthought. Similarly, we can imagine the high costs associated with retraining that relates as much to knowledge and information as it does to skills and other human components, such as balance in developmental needs and relational systems. These losses come despite our ability to have overcome them during their time in school and university.

I remember that Dr. Omar Al-Razzaz, who was the Minister of Education in Jordan and a former Prime Minister, proposed that 1% of students' time in schools be devoted to training in life skills development through school activities—not taught as a subject. Unfortunately, this idea was cast aside. On the other hand, we find that some of the major problems related to social relationships in Arab societies are closely linked to the school's failure to equip students with the ability to balance their three basic developmental needs: physical, emotional, and cognitive. Additionally, the school has fallen short in helping students interact properly within their quadric relationships—with themselves, their creator, others, and the environment. This deficiency poses a societal threat, exemplified by the spread of drugs among youth, extremist ideologies, atheism, rising divorce rates, community and domestic violence, brain drain, moral and value decline, and many other social issues that burden the state with numerous financial and awareness-raising challenges. Families are also overwhelmed by psychological, material, and moral problems. It is essential that we protect ourselves and our communities early on from such challenges by activating the school’s true role in the following aspects:

1. \*\*Conducting a national, scientific, and specialized study\*\* that reveals the challenges society faces due to the school's lack of focus on the development of relationships and skills. This study should compare the local, regional, and global market needs with the reality experienced by students in schools, leading to practical and applicable recommendations to highlight the challenges and their solutions, as well as mechanisms to bridge these gaps.

2. \*\*Designing new educational frameworks\*\* that involve implementing qualitative training programs rather than educational materials aimed at developing students’ capabilities and empowering them to apply principles of balance in their three developmental needs and within the quadric relationship system, as well as the six essential life skills that I prefer to call…

3. \*\*Emphasizing project-based learning\*\* that reflects this system, allowing each group of students in different age stages to select a suitable project that they present regularly. This aims to strengthen the principles, tools, methods, and skills necessary to apply these concepts in their lives.

In engaging ways, the teacher must be prepared and trained to enhance student achievement concerning these projects; they should be aware of their objectives and able to provide a model for the students in all interactions spent together. This point leads us to discuss the fourth aspect: the genuine and complete preparation of teachers for this new system, focusing on the essential skills in each area that correspond to the age groups, facilitating their learning and development. This preparation should be linked to a special teacher ranking system that instills a sense of accomplishment and progress as they successfully complete their training and apply the new skills appropriate to their age group within a fair and clear system of monitoring and evaluation, free from favoritism.

Fifth, there should be significant adjustments to the curricula to reflect this new concept, ensuring that all components of the curricula are built on the foundation of developing knowledge and skills in these areas. The integration of subjects should be designed so that language teachers, sports teachers, science teachers, mathematics teachers, and those of other subjects communicate in a unified language during every class, tailored to their specific subjects. Consequently, the foundations of this new idea will infuse every class the students attend at school, thereby enhancing their knowledge and skills regarding its thirteen core aspects.

Sixth, the establishment of a unified educational system within the school, which we will discuss in detail later, serves as the educational identity of students and should be applied both at home and in school, in all its contexts.

Seventh, communication should occur through direct meetings as well as modern means with parents to empower them with the principles of this new system.

Eighth, there should be modifications to the evaluation system, transforming it from a method that measures recall to one that assesses understanding within this new framework, both in every classroom session and in projects, with new areas for evaluation based on skills and hobbies.

There is a unanimous consensus that technical learning and mastering various skills have become an essential part of life, not only in their application but also in their creation. They have even become a source of national income for many countries around the world and are considered a primary alternative for many governments to address the problem of employment. Instead of focusing on providing jobs that are unavailable to young people regardless of their educational background or university major, the trend has shifted towards teaching skills such as programming languages, artificial intelligence, cybersecurity, big data, and many others. This local expertise is then exported to countries worldwide, especially since the demand for software development in all its forms has become significant across the globe. Governments' reliance on national income derived from the export of this industry is now one of their largest sources of revenue, and it continues to grow consistently in the coming years.

The appealing aspect of this industry is that these skills can be practiced from one’s own country and within one’s own environment, eliminating the need to travel outside national borders. This situation enhances national income from skilled labor while keeping the earnings within the country’s borders, thus allowing for greater benefit to the state and, importantly, providing substantial income opportunities for individuals.

Moreover, this industry is also considered an important initiative for the government aimed at resolving the pressing issue of unemployment that burdens our Arab communities. On the other hand, a significant number of young men and women are particularly keen on mobile applications. I hardly sit with a young man or woman who doesn’t talk about their dream of creating a unique application that serves people and generates financial profit. This generation is fully aware of the importance of these technologies and greatly understands that life has indeed entered a new era characterized by a close connection to such industries in all aspects of life.

Therefore, we find that their passion for such ideas has grown so much that they no longer see themselves as merely lawyers, doctors, teachers, or engineers. Instead, those who do not master at least one programming language are now viewed as illiterate in comparison to how people viewed writing and reading several decades ago. We see many young people urging the ministries of education to create an educational environment that equips them with real skills and distinctive knowledge—not only to use technology to improve their lives and the lives of others but also to participate in advancing this industry and elevating it to higher levels.

I firmly believe that our young men and women in the Arab world possess a high degree of intelligence to master and excel in the realms of innovation. Moreover, this generation is acutely aware of the necessity to benefit from new industries and pioneering projects to avert the widespread specter of unemployment in our countries. Many of them view the idea of seeking a job after graduation and waiting for years as a form of absurdity and folly, arguing that such thinking has become outdated, worn out, and has seen its time pass long ago. However, the greatest challenge faced by our youth and their abilities is the need for the ministries of education to adopt qualitative approaches, practical alternatives, strategic plans, and genuine visions for this future. This will empower the next generation to achieve their dreams and assist governments in alleviating one of their greatest burdens: the responsibility of employing the citizenry.

Before continuing my discussion on this topic, allow me a few minutes to ask you to consider the following idea regarding its correctness: all ministries are important in any government, but the Ministry of Education is the most crucial of all, as it shapes the visions of the state for the future. If governments overlook the importance of the Ministry of Education, they may very well miss out on significant benefits in the future and be prepared to face considerable challenges that will hinder progress and increase their burdens.

Now, allow me to present some practical ideas in front of you, in the hope that we may find attentive listeners in the Ministries of Education to realize this dream. Of course, these ideas are open for discussion, acceptance, and response; what matters is that one of us initiates the conversation to escape from the future’s impending wrath.

First, we should reduce or eliminate the unnecessary filler subjects in the curriculum that do not contribute meaningfully to students’ education and replace some of them with self-study materials. If students enjoy them, they will engage; if not, they can set them aside. This would allow us to free up significant time previously spent on these purposeless subjects, which can be better utilized in technical courses that prepare our young men and women for the high-demand jobs of the future that await them.

Here, it is essential to have curriculum experts sit down with policymakers, strategy planners, labor market specialists, and technology experts at the same table, with the goal of developing a forward-thinking curriculum plan that incorporates practical methodologies to reduce superfluous content while increasing hands-on applications in modern technological arts and presenting them to students.

Throughout their academic years, the focus should be on training rather than traditional teaching. Gaining insight into the future must be one of the most important factors in establishing modern curricula. It is not enough to merely keep pace with human advancement and follow in its wake; rather, there must be a strong emphasis on leveraging the mental capacities and distinctive cognitive processes possessed by our Arab youth, encouraging them to develop, innovate, and create in the field of modern technologies.

I believe that the awareness of students, as previously mentioned, along with the awareness of parents regarding the importance of their sons' and daughters' learning of modern technologies, serves as a significant motivation for decision-makers in our countries to take such steps. I often sit with fathers and mothers, listening to their hopes that students will undergo twelve years of training in schools on these technologies. Their discussions revolve around the idea that their children's success in the near future hinges on reaching this goal: curricula adopted by the Ministries of Education, which many regard as inadequate in genuinely addressing and effectively realizing such a dream.

Here, I must warn that maintaining the current educational policies in the Arab world, which have been in place for decades, will result in graduating sons and daughters in the next five years who resemble the people of the cave—having spent many years in their cave, and upon returning to the world, they find everything changed, including the unusable money they held. This will similarly occur with our children in the coming years, when they will discover that the years they spent in school do not prepare them for life, and the knowledge they memorized does not equip them for practical success in their career paths after graduation. Many will fall victim to joblessness, and a number of them will consider migrating, both legally and illegally, to different countries, believing that life will begin anew there. However, they will encounter failure after failure, all due to wasting their school years on curricula and memorization that failed to develop their capabilities and potential for a future different from what is contained in their textbooks.

Second, the curricula for mastering technology learning skills must be open and based on various global resources, especially in recent years, rather than merely consisting of a textbook. This is due to the rapid daily advancements in these technologies. There are indeed global open curricula available online, but they are insufficient; thus, there is a need to develop Arab training platforms for modern technologies to address this gap.

Through experts in human development according to age phases, as well as Arab experts located in all countries of the world, who excel in these technical arts and specialize in measurement, evaluation, and assessment, children can train on the skills offered and complete the projects and tasks assigned to each level—not only according to their age group, but also based on their technical abilities. We will find that many of them, if given the opportunity for systematic training in these technologies, will advance significantly compared to their peers.

Thirdly, it is essential to enhance the idea of learning through individual and group projects while training students on learning techniques. Projects should be connected to what they are being trained on, and students should present these projects as a continuous assessment tool during their training. It is crucial to completely distance ourselves from outdated traditional assessment methods, especially the idea of using pen and paper to regurgitate memorized information. The first method of assessment through projects transforms learning into a real skill and makes the learning experience during technical training enjoyable and a positive challenge, whether individual or collective, in extracting the best energies, potentials, and unconventional ideas from the presented project.

There is also the importance of having well-regulated competitions at the national level and across the Arab region for different age groups, where projects are presented before specialized scientific committees and experts in entrepreneurship and pioneering projects. The aim is to increase motivation among children and youth across all age groups, to extract the best-presented projects, and to transform them into national and Arab projects that can compete globally. We should not overlook participation in international and regional competitions related to programming languages and relevant skills, and the Ministries of Education should take a keen interest in ensuring that all schools at all levels participate in such competitions through genuine, rather than merely formal, preparation for all children, not just a very limited number of them.

Fourthly, the journey of students learning modern technologies must begin from a young age and continue through their various life stages, much like learning to read, write, and do arithmetic that starts at early ages. This must align with achieving practical objectives rather than mere memorization and should be enjoyable and engaging throughout the years. For instance, using gamification methods in the early years and project challenges in advanced years should be implemented.

It is essential to prepare trainers, not merely teachers, for such a mission. There is currently a significant difference between the traditional teacher, who is accustomed to cramming information into students' minds, and the facilitator and trainer, who can provide the necessary support for students to reach the required knowledge and master the skill targeted by the training according to its level. I reiterate that the traditional teacher is unsuited for such a task at all because the conventional teacher talks more than they listen to students, whereas the facilitator listens to students more than they speak. The teacher controls and dominates, whereas the trainer facilitates and interacts. The teacher’s focus is on the knowledge within the pages of the book, while the trainer's focus is on mastering the skills for development.

Fifth, it is crucial to expand partnerships between ministries of education and the private sector both within the country and across the Arab world, region, and globally to achieve a set of goals, the most important of which are:

1. Preparing curricula, not just practical skill workbooks for every age group, aimed at training students in the arts of modern technologies in all its fields, ensuring that they not only keep pace with global technological knowledge but also inspire students’ creativity in this industry. This should be presented in engaging and innovative ways, moving away from the concept of the traditional walled school to become the global Arab satellite school, where students receive Arab and international certificates in technology from major companies in the Arab world and beyond.

There should be partnerships with the best trainers in the technical field aimed at training specialized instructors to develop students' abilities and skills in technology, preparing these national trainers to work effectively and competently in this field. Establishing global Arabic platforms based on opening global markets to export these talents as they achieve advanced stages of training and successful projects, with the goal of launching them to compete with the best in the world in this technology sector.

We should pave the way for pioneering technological project owners and connect them with the global market they aspire to achieve and deserve by facilitating links between them and major companies based on their specific projects. Attracting the necessary investment for innovative and leading projects should be prioritized, and a portion of the annual state budget should be allocated for investment with these young innovators, providing support of all kinds: artistic, financial, technical, and relational.

Sixth, it is essential that training in modern technical skills be accompanied by entrepreneurship training through innovative training curricula that enable students to master this art. Consequently, their mindset will shift from thinking about a job after graduation to thinking about starting an entrepreneurial project based on the use of modern technologies. It must be said that there are initiatives in some Arab countries in this area, but they do not meet the required aspirations. The evidence of this is reflected in the outcomes after years and years of training young people in entrepreneurship, which are almost zero. The problem of job-related unemployment has not been resolved, nor have students, after all these years, managed to come up with a single entrepreneurial project. I have observed some of these projects, and I objected to them on the grounds that they were mere textbooks rather than genuine training programs, although some may try to label them as training programs. Unfortunately, the reality is different.

I firmly believe that what I will discuss in this context is bound to happen within just a few years, and perhaps we will witness it within no more than five years. The current form of schooling will undoubtedly come to an end, with the daily routine of waking up at a specific time, heading to school in groups or alone, contributing to traffic congestion, and the lack of solutions for infrastructure problems that cannot cope with the increasing number of buses and cars transporting children to schools. Some students wear frowning faces, while others smile, only to eventually wear frowns as they grow older. Not to mention the number of students walking in the streets to reach their schools and the dangers they face, as well as the hardship they endure in both summer and winter, walking as if they are being dragged to suffering. I do not mean to generalize, but I am speaking about a considerable number of individuals arriving early or late, be they school staff, parents, or the students themselves, to a beautiful school with gloomy, frowning faces, as if they are being pulled every day toward something they do not desire.

The congestion of cars and buses of all sizes on the school street is an annoyance, annoyance, annoyance, accompanied by varying levels of frustration and the drivers passing by the school gates exclaiming every day, "This is the last time I will take this route!" The chaotic entry of students into the schools, with the exception of those blessed by God, is characterized by an annoying morning lineup according to a significant number of students. Alternatively, students enter classrooms without forming lines, leading to punishments for those who are late—punishments that in some instances can reach the level of humiliating their dignity. I leave the judgment to the reader based on their personal experiences or their experiences with their own children.

As the lessons begin inside the classrooms, it is a monotonous drill, a monotonous drill. Then comes the play break filled with laughter, shouting, and some physical tussling in the yard; supervising teachers strive to keep watch over the students, yet mobile phones play a crucial role in the hands of the supervising teachers during the break, while others remain distracted.

Returning to the classrooms starts another round of monotonous lessons, a monotonous drill, and then the stage of yawning begins, coupled with gazing at the second hand of the clock, as teachers handle students in various psychological ways during the lessons and interact with their colleagues differently during their free time.

As the final lesson ends, cries of joy rise in celebration of the end of the school day, or relief from what feels like torture for some students. The staff rushes to exit the school building only to encounter again the suffocating traffic jams at the school gates, with street congestion and the infrastructure unable to cope with the daily chaos at school dismissal. And let’s not forget the problem of all problems: the overcrowded classrooms, as many of our Arab countries lack sufficient funds to build enough schools and adequate infrastructure. These are financial figures that deserve attention.

For many of our countries, the education system is astronomical, yet the number of students is on the rise, and the only way to address this increase is through overcrowding in classrooms. In some countries, the number of students in a single classroom has reached nearly one hundred, despite the fact that the optimal number of students, according to all education experts worldwide, should not exceed twenty-five. You can imagine the types and magnitude of the problems caused by this overcrowding, which lead to health, psychological, mental, and social issues. Suffice it to say, let's move on.

Now, let me ask a somewhat innocent question: how long will this grim situation last? How long will this exhausting cycle continue, costing our nations dearly? How long will we continue to drain energies, infrastructure, and national budgets? How long will schools graduate individuals into universities, only for universities to produce unemployed graduates for society? This is because the womb of the ministries of education has failed to give birth to responsible individuals who bravely think about achieving real—not just superficial—success in vocational education. The traditional school model remains stubbornly attached to the cumbersome influx of information, which only exacerbates unemployment rates in communities.

Is there really no solution? Don't industries evolve and adapt to changes? Isn't education and schooling an industry? Does this industry not need to be developed through the utilization of technological advancements to overcome the disasters of the outdated school model and halt the hemorrhage that consumes everything in its path? Isn't now the most suitable time to shake off the dust of tradition, remove the fear of renewal, and benefit from everything that is useful and new? Shouldn't we at least position ourselves on the global or regional stage to tell the world, "Here we are; we have begun to offer a new model of schools"?

Allow me to start by presenting some ideas for this new school model and let me name it "Schools Without Walls." I am aware that I am not the first to use this term, and I am certain these ideas need deep study, long contemplation, and significant planning. However, consider me the first to ring the bell and start the journey. The idea is based on the following essential foundations, as the following points were taken into consideration when designing this concept over the years.

There are many unnecessary materials and redundant subjects still being taught in schools through rote methods that cram students' minds with information. Meanwhile, the outside world is evolving very rapidly. In light of this development and the technological advancements humanity is witnessing, there is a pressing need for a radical change in various activities such as programming languages, artificial intelligence, entrepreneurship, project management, and vocational and craft education. This does not imply a neglect of education; rather, it should be made more enjoyable, modern, agile, and attractive by applying the idea that the student is the central figure in the educational process. This can be achieved by maximizing the utilization of available resources in the educational sector of each country while only requiring minimal development of school facilities to ease the burden on the infrastructure in these countries.

It is essential to adopt the principle of open knowledge and its availability everywhere, along with developing the Arab teacher from a local educator to a regional and even global one. The second foundation must take into account the developmental needs of students. This concept is based on recognizing the four developmental needs of students and never ignoring them; instead, it presents them in a manner suited to the capabilities of this new generation we take pride in, whether they pertain to students' cognitive, social, emotional, or physical needs. These four aspects are crucial in how schools address students' needs. While I am not introducing anything new regarding these needs, they are an important cornerstone that I have considered in this new idea without neglecting any aspect of them.

Moreover, there is a significant focus on providing training guides based on interactive activity principles for all age groups, from kindergarten to the twelfth grade, to develop a system for nurturing skills. In the section dedicated to ideas and solutions, the vital shift from quantitative to qualitative education is highlighted. In this regard, there must be a thoughtful and careful study of the range and sequence of the amount and volume of information needed for each subject at every age stage, streamlining it in a way that eliminates the unnecessary.

In summary, we aim to streamline the essential knowledge and proficiency in skills required for each subject area.

\*\*Foundation Four:\*\* There has been unprecedented development in modern technologies that enable high-quality distance learning. However, there are noticeable weaknesses in five key areas related to optimal utilization of these advancements. Firstly, some countries lack the necessary infrastructure to fully benefit from these modern technologies. Secondly, there is a weakness in parents' ability to manage and adapt to these innovations, as well as their dissatisfaction with the outcomes of such systems. Thirdly, there is an imperfect distribution of time allocated for interactive online learning. Fourthly, students do not demonstrate sufficient seriousness or commitment towards distance learning.

\*\*Foundation Five:\*\* Flexible time is one of the crucial principles for future learning, which has transitioned from mandatory learning times to personal choices regarding when to learn—an opportunity offered by this concept. I recognize that some may doubt the seriousness of students towards this idea and their capability to make it work. Yet, I remind these skeptics that doubting all that is new is a significant illusion; reality contradicts this notion, and both assessment and necessary corrections are essential for success. We must entirely remove the comfort zone from our minds when engaging with this remarkable new generation.

\*\*Foundation Six:\*\* Possible solutions. If we begin to think outside the box and acknowledge the logic in what I present to you, we should start addressing the challenges mentioned in the previous foundation. I firmly believe that solutions are indeed feasible. For instance, substantial financial savings can be achieved by implementing this idea, allowing for investment in the necessary infrastructure related to the technical aspects.

The private sector can also be utilized and supported in education in this aspect without any financial cost by providing real training for teachers on modern methods to activate distance learning. This training will not take long at all, and linking this training to monitoring and evaluation standards, as well as a special ranking system for teachers, would compel those who refuse to take the initiative in this change.

Utilizing modern communication tools to raise awareness about the responsibilities, rights, and specific skills of parents regarding education is essential. Programs should be developed to ensure the effective implementation of distance learning, along with monitoring and activation mechanisms to encourage students to take their learning seriously.

The old curriculum concept needs to shift to an idea of knowledge openness, diversification, and the continuity specific to each subject according to age stages. Learning from the experiences of the private sector and global practices in transforming paper-based curricula into electronic formats, as well as benefiting from these experiences in the public sector, is crucial. While these experiences are commercial and undoubtedly require many adjustments, they are, at the very least, successful and relatively effective from an educational perspective.

Allow me now to shift our discussion to the foundations of this idea concerning the appropriate divisions for the age stages of our student children, and what they contain in terms of methods that transform the school into a school without walls.

The seventh foundation is the kindergarten stage, which remains as it is, covering early childhood from ages four to five. This stage includes designated kindergarten buildings spread across neighborhoods that are fully equipped, alongside increasing the budget allocated for them. By doing so, we will save significant amounts of money if the idea is fully realized.

A kindergarten child goes to their kindergarten, sees their classmates and teachers, spends their day learning, playing, laughing, interacting with others, and developing their emotional concept, as well as enjoying various fun activities—with a focus on enjoyment before benefit—and learning through play. During this age group, it is important to concentrate on activities that develop a four-part relationship system, along with specific programs.

The enjoyable activities that enhance emotional needs systems in addition to the six life skills in ways suitable for their ages, form the foundation of the eighth basic stages of the first three years, known as the first part of middle childhood. These first three years remain unchanged with the presence of fully equipped school buildings that mirror the growth system of skills and relationships we discussed in the first idea. Thus, a student in the first, second, and third grades—ages six through eight—attends school with a focus on active learning, project-based learning, play, emotions management, and self-awareness, significantly enhancing their abilities in using modern technologies and programming languages, while laying the groundwork for distance learning etiquette. They will also acquire the knowledge, skills, and ethics that boost their abilities in this area. As we mentioned in the previous foundational stage, it is essential to focus on activities for this age group that develop a quadripartite relationship system, as well as enjoyable programs and activities that nurture emotional needs systems alongside the six life skills in ways suitable for their ages. Particular attention should be given to hobbies, creativity, and talents, as this phase is critical for discovering and directing these talents.

The ninth basic stage spans from the fourth grade to the end of the fifth grade, corresponding to ages nine to ten, marking the second part of middle childhood which precedes adolescence. Communication with schools for this age group involves attending a school building tailored to their developmental stage and the principles of the skills and relationships growth system mentioned in the first idea of this book. They meet three days a week for only four hours each day, with the aim of making learning enjoyable in subjects such as mathematics and languages within well-equipped classrooms alongside their peers and teachers, while also engaging in emotional activities and life skills development.

Activities for Developing the Quadrant of Human Relationships

It should be noted that there can be a two-shift system; a morning shift of four hours for one group, followed by another group in the afternoon for an additional four hours. Thus, a single school building can accommodate four groups in a week: two groups on Saturday, Monday, and Wednesday, and two groups on Sunday, Tuesday, and Thursday. This approach helps to eliminate the idea of overcrowding students in school buildings.

Additionally, studying remotely for two days each week for the remaining subjects falls within the framework of continuity and progression established by schools for each subject. This framework comprises the essential information, skills, and knowledge that students should acquire at every age level.

Students will have access to diverse sources of knowledge, ranging from an electronic curriculum rather than a paper-based one. One can imagine the significant annual savings from the Ministry’s budget and, consequently, the state's budget due to the removal of printing costs for textbooks for large numbers of students across different age levels. This includes professional learning platforms provided by both the private and public sectors, as well as global free or low-cost platforms that offer engaging and enjoyable knowledge in all educational subjects for every age group.

There will also be a focus on activating mechanisms for continuous monitoring and assessment of students to ensure their seriousness in experiential learning through both technical and artistic means for measuring the development of their cognitive and practical skills in each subject.

The emphasis will be on qualitative learning through various specific methods such as project-based learning and presentations, while setting aside an emphasis on rote learning. Undoubtedly, during work with this age group, there should be a focus on activities that enhance their quadrant of human relationships, as well as enjoyable programs and activities that develop their emotional needs systems, in addition to the six life skills, using age-appropriate methods.

Moreover, it is essential to maintain a strong interest in each student's individual hobbies and talents during this age phase through specialized assessment and guidance programs in the fields of talent and creativity, as well as providing a variety of extracurricular activities for them after school hours.

The tenth grade spans from the sixth grade until the end of the ninth grade; that is, from the beginning of age eleven until age fifteen. This period is known as the first part of adolescence or youth. The communication with schools for this age group is organized as follows: Firstly, students will attend a school building equipped for this age level, and aligned with the principles of the development of skills and relationships mentioned in the first idea of this book. Attendance is limited to two days a week, with each day comprising only five hours, aimed at enjoyable learning of mathematics and languages within equipped classrooms, along with emotional activities, life skills development activities, and activities to enhance interpersonal relationships. Continuous assessment will be conducted through engaging methods to gauge students' acquisition of the required knowledge and skills.

It is noted that attendance can occur in two shifts: a morning session for four hours for one group, followed by another group attending in the afternoon for another four hours. Thus, a single school building can accommodate six groups per week—two groups each on Saturday and Sunday—effectively eliminating the idea of overcrowding students daily in school buildings.

Secondly, remote learning will take place for three days for other subjects as part of this system, which encompasses the essential information and skills. The sources of knowledge available to students are diverse; they range from an electronic school curriculum (rather than a paper one) to professionally prepared learning platforms, whether from the private or public sector, to global free or semi-free platforms that provide knowledge.

For students, engaging and enjoyable methods across all educational subjects and age groups are essential. The activation of continuous monitoring and evaluation mechanisms for students is necessary to ensure their commitment to home learning. This can be achieved through both technical and artistic means to measure the development of their cognitive and practical skills in each subject. The focus should be on qualitative learning through various specific methods, such as project-based learning and learning presentations, while setting aside an emphasis on rote, quantitative learning.

Undoubtedly, the focus during work with this age group must be on activities that foster a fourfold relational system, along with enjoyable programs and activities that develop emotional needs systems, as well as the six life skills in appropriate ways. There must be a significant emphasis for students in these grades through specialized training and developmental programs, rather than merely through school curricula, in mastering various programming languages, grasping the principles, foundations, methods, and skills of entrepreneurship, and strengthening the concept and skills of community initiatives, culminating in projects that align with global standards in volunteer work.

Additionally, it is crucial to focus on developing the unique talents and creativity of each student during this age stage through school activities and participation in local, regional, and international competitions across various types of talent and creativity. This process occurs from the tenth grade to the end of the twelfth grade, from age sixteen to eighteen, which is known as the second phase of adolescence or youth, preceding adulthood and university learning.

During this age stage, students select appropriate subjects according to their interests after conducting specialized assessments to determine their paths in life, in terms of their desired career or project and their inherent abilities and talents, with the stipulation that the number of subjects chosen each year does not exceed five.

The materials are organized in a weekly schedule where students choose the times that suit them throughout the week. There must be significant attention during the evaluation of this phase regarding volunteer work projects, programming projects in various languages, entrepreneurial projects, and knowledge projects. Students attend the school building equipped for their age group and for the principles of the Namaa system of relationships and skills mentioned in the first idea of this book; they attend only three days a week, with each day lasting six hours. This is aimed at enjoyable learning of the various subjects chosen by the students within classrooms equipped with their peers and teachers.

The preparation for the projects mentioned previously includes social and emotional activities, life skills development activities, and activities to enhance the four dimensions of human relationships. Continuous assessment is conducted through engaging methods to measure how well students acquire the necessary knowledge and skills. Distance learning is implemented for two days a week within this system, which encompasses essential information and skills. The sources of knowledge available to students vary, ranging from the electronic school curriculum to professionally designed learning platforms from both the private and public sectors, as well as free or low-cost global platforms that offer knowledge in attractive and enjoyable ways across all educational subjects for every age group.

Mechanisms for ongoing monitoring and evaluation of students are activated to ensure their seriousness in home learning, employing both technical and artistic methods to measure the progress of their cognitive and practical skills in each subject.

To focus on qualitative learning through various methods and approaches specific to it, such as project-based learning and learning presentations, and to set aside the emphasis on superficial quantitative learning, we should concentrate on the principle of peer learning communities. This is because the best instructors for students are their peers within the same age group. It is undoubtedly essential to focus on activities that foster a holistic four-dimensional relationship system among this age group, as well as enjoyable programs and activities that develop their emotional needs alongside the six life skills, all through appropriate methods. Additionally, it is vital to focus on nurturing the talent and creativity of each student at this age through school activities and participation in local, regional, and international competitions across various fields of talent and innovation.

In the past five years, many Arab communities have witnessed a disturbing behavioral regression evident in the streets, courts, shops, driving practices, universities, homes, and everywhere else. From harassment to insults, to increased crime rates and suicides, to hostility in interactions, to bullying, to loitering, to extortion, not to mention weakened cooperation and respect, the prevalence of gossip, slander, deceit, fraud, and other dangerous behaviors that are alien to society. The moral and ethical situation has transcended the stage of danger and entered a phase of collapse.

Let me begin this idea with a stark reality that we encounter day and night: what we observe of unacceptable behaviors in the streets and everywhere else reflects a regression in schools' ability to activate an educational identity through practical means within their walls for twelve years for every son or daughter who has lived within them. This represents a true failure in not having built systems of human values and fundamental ethics and desired behavior through standardized methods and tools applied by all educational staff.

They are held accountable for their shortcomings in implementing it; based on scientific methodologies aimed at strengthening desirable behavior and eliminating undesirable behaviors. Yes, there is a significant role for the home in engendering undesired morals in society, but in my opinion, this shortcoming should be attributed to the school and not just to the parents. It is not the parents' role to develop the educational capabilities of the teaching staff; rather, the development of parents' ability to engage with their children using appropriate educational methods and tools according to their developmental stages is a fundamental role that the school must undertake.

Allow me to make a simple request: ask your children's schools and your colleagues in the administrative and educational staff the following question: What exactly is the educational system in the school? What are the standardized educational mechanisms employed by the teachers and school staff that reinforce the presence of desired behavior? And what are the mechanisms that help eliminate undesirable behavior among both students and teachers? The true answer is that there is no such system. I ask this question of every school I visit throughout the Arab world, and the surprise that appears on the faces of the school administration and educational staff, followed by their hesitation and then their contradicting responses, makes it clear to me that most of our schools in the Arab world do not have a unified system for dealing with student behavior. They lack tools implemented by the school staff to encourage desired behavior or to address undesirable behavior.

Do not tell me, for God's sake, that this is the responsibility of the educational counselor or behavioral guide, for the following reasons: the teacher is the one who interacts momentarily with student behavior, and it is required of them to be fully aware of how to manage these various behaviors through the presence of a unified system that includes tools to promote desirable behavior in our sons and daughters, and others to extinguish undesirable behavior in safe and psychologically sound educational ways. Meanwhile, the educational counselor or behavioral guide does not engage with student behavior in real-time during each class session. It is true that the educational counselor or behavioral guide should address persistent behavioral problems in addition to other tasks related to educational aspects; but the teacher is in direct contact with the students.

The behaviors of students necessitate equipping teachers with unified tools that can be applied by all educators in their classrooms in engaging, easy ways that do not increase the burdens on teachers. The number of educational counselors or behavior coordinators is insufficient to manage the student population; in fact, there are schools that do not have a counselor or behavior coordinator at all. Therefore, it is imperative that we empower teachers with these tools, and we should not overlook the failure of many counselors or behavior coordinators in fulfilling their role in behavior development, often due to their preoccupation with administrative tasks assigned by the school principal. This undermines the educational system within these institutions.

What is the actual number of qualified counselors who can effectively deal with student behaviors? And if they are truly qualified, are they fulfilling their responsibilities? It is important to note that the duties of educational counselors or behavior coordinators are not limited to students with behavioral issues; they extend to fostering the identity and educational system within the school alongside students, school staff, and parents. Their roles also involve addressing various issues with parents and enhancing their educational capabilities.

The idea I wish to discuss with you is based on several principles. The first principle is the unacceptable resignation of the school concerning its educational role. The school, through its incorrect practices, is desperately attempting to resign from its educational responsibilities, which encompasses numerous areas such as the development of values, ethics, and desirable behaviors. In fact, it has made significant strides in this resignation, diminishing the hope that it can be a primary hub for raising children. Worse still, it has become a place that promotes undesirable behaviors while eradicating the desirable ones. However, I, personally, like all parents and experts in the field of education, absolutely reject this resignation. I would even hold the school accountable in a special court for what it does to the values and behaviors of our children.

One of the most important and sacred roles of the school is its educational function; it is a place for developing values, ethics, and desirable behaviors, a venue for addressing and correcting undesirable behaviors, and also a space for psychological and social well-being through safe, engaging, and effective methods. This approach should be based on the idea of self-guided behavior using appropriate tools, distinctly separate from the notion of behavior modification through external influences.

Such as threats, violence, or educational bribery—what do you think happens when the school takes on the opposite role, leading to the destruction of values and principles? This unacceptable resignation presented by many of our schools, whether knowingly or unknowingly, manifests in the major problem parents face regarding numerous behavioral complaints, whether from peers or teachers. From learning inappropriate words to bullying, to violence in all its forms and types; from the loss of desirable behaviors amidst those that are undesirable to dangerous sexual habits, and so on, it has become a real threat for children going to school, endangering their behavioral and moral well-being, and instilling a haunting fear among parents. The number of complaints regarding behavioral and educational issues within the school walls has vastly outnumbered those related to academic performance. Therefore, I will present some practical ideas for schools across the Arab world in these lines, aiming to restore their effectiveness in building a value-based, moral, and behavioral educational system for our sons and daughters.

The second foundation is a concise view of education from a behavioral science perspective, which involves addressing the behaviors of our children and students—one of the simplest topics in the field of education. Consequently, I will summarize for schools throughout the Arab world the essence of education in the following clear points:

First, in the field of education, we categorize behavior into two types: desirable behaviors, such as honesty, trustworthiness, cooperation, and respect; and undesirable behaviors, such as lying, deceit, betrayal, and many others.

Second, in educational science, there are two main objectives concerning behaviors exhibited by our sons and daughters: to reinforce desirable behaviors at all stages of their lives, and to prevent or eradicate undesirable behaviors.

Third, the outcomes of the methods used by educators should aim to achieve self-guidance in the behavior of our sons and daughters, which is what we seek to achieve by choosing.

Desired behavior and the rejection of undesirable behavior; educators, when employing proper educational methods such as moral reinforcement, dialogue, and mature behavioral consequences that are neither physically nor psychologically harmful, can develop children's ability to self-assess their behavior and engage in logical thinking regarding its correctness or plans to execute it if deemed correct. They will consider alternatives in case the behavior is wrong, select the most suitable behavior from those alternatives, and implement the chosen behavior. Behavioral modification typically involves an external influence and is only sustained as long as this external influence is present. Such influences can be of two types: fear of punishment or threats from the adult world, such as hitting, shouting, comparisons, criticism, and so on, or the desire for a pedagogical bribe, commonly known as material reinforcement.

The third principle is developing the self-regulation capability in directing behavior. What we desire from educational methods within our schools and homes, of course, are those methods that cultivate in children a self-directed ability to guide their behavior, as previously mentioned. Conversely, what we must avoid as fervently as fleeing from a lion in our educational practices is the use of behavioral modification techniques that rely on external influences, since these methods do not reinforce sustainable behavior in children but only provide temporary improvement, teaching them to manipulate and deceive instead. Unfortunately, the most commonly used methods in our schools are those that modify rather than guide behavior, ranging from material rewards to all forms of violence, criticism, blame, comparisons, and so forth.

The fourth principle is the conditions for reinforcement. Reinforcement is indeed a very effective educational method, but only under the following conditions: it should be moral reinforcements, distancing itself from material reinforcement or what is termed as a pedagogical bribe, like giving them money for behavior or offering phrases that describe the desired behavior exhibited by children, and employing "magic words" in education after describing the behavior, such as "I’m sure you would do this well; you excel at this," and so on. Reinforcement must necessarily be collective rather than individual, especially in school settings.

I will explain this practically in the following lines to ensure that positive reinforcement does not turn into arrogance in the individually reinforced child, and also to prevent the development of jealousy among peers. In addition, collective reinforcement enhances the qualitative application activities among sons and daughters of the teamwork skill, which is considered one of the most important life skills compared to individual work. We should not forget that teamwork skills instill many principles and values within them that they need, as well as those needed by the nation. If this principle becomes firmly established within them, many behavioral problems that we repeatedly observe in the current generation will cease, giving way to principles of cooperation, concern for the group, and the collective development of tasks and ideas.

Positive reinforcement should be immediate without delay to strengthen behavior in students and among their peers in a timely and direct manner. A delay may lead students to feel that the teacher does not care about their desirable behavior, and thus, the student may experience a behavioral setback and might not be interested in displaying this behavior again.

The fifth foundation is the conditions for behavioral consequences. As we mentioned in the third point, the process of behavioral consequences relies on a set of conditions, the most important of which is that the idea of behavioral consequence is different from punishment. To the students, punishment signifies that the teacher wants to take revenge on them for their misbehavior, which will consequently increase their levels of resistance and refusal in attempting to repeat the wrong behavior that the teacher has met with retaliation. However, in future instances, their attempts will unfortunately be more cunning. In contrast, a consequence implies to them that the teacher or educational guide is trying to teach them, in a safe and non-harmful manner, to take responsibility for their poor choice of behavior; hence, their acceptance of guidance for their behavior in future instances will be much higher.

Behavioral consequences can be applied by the teacher or the classroom educator, but only after training. In most cases, it is carried out by the educational guide or student behavior coordinators in collaboration with teachers, depending on the severity and frequency of the undesirable behavior in the student. The higher the frequency and severity, the more we need to refer the student safely to the educational guide. Conversely, if the severity is low and the frequency of the undesirable behavior is also low, the teacher will be able to manage the situation independently without the intervention of the guide.

It harms them psychologically, not physically. This system is designed to refer difficult behavioral cases to the educational counselor so that the journey of self-behavioral guidance begins with the students themselves. The counselor or behavioral guide must have the capability to monitor the students' behavioral progress regarding difficult cases. The educational counselor should establish a plan based on the principles of self-behavior guidance for the student referred to them. The concept of self-behavioral guidance, in summary, relies on the principle of dialogue through questions, avoiding preaching, directing, or blaming.

The teacher or educational counselor and behavioral guide must be able to ask the referred student questions that encompass the following points:

1. The student must feel safe, free from fear, during this session. They should ask what the problem is and listen to the student’s perspective. Perhaps they could guide the student with questions like: "In short, why do you consider this behavior a problem?" They should listen to the student's opinion and then ask, "What solutions do you have in such a situation next time?" They listen to the student again and might guide them further.

In essence, the counselor or teacher writes down a plan on a sheet of paper outlining the steps chosen by the student, with the counselor's or teacher's assistance, for future instances. This plan is based on gradually withdrawing from the unwanted behavior. The counselor or teacher follows up with the student almost daily according to the established plan and reinforces every achievement point in the student's behavioral improvement. It is essential for the counselor or teacher to express encouragement with words that convey meanings such as "Didn’t I tell you that you were capable of this?" or "You are amazing; you've been able to..." and to describe the details of the improvement the student has achieved, no matter how small.

They should ask the student's other teachers to provide moral support through points of behavior for every behavioral achievement the student accomplishes in their classes. In extremely challenging cases, the student must be referred to a behavioral counselor or a psychologist within a recognized referral system.

In the sixth section of behavioral points, I will briefly explain the concept of applying the practical process for recovery.

The educational identity of the school; I have personally implemented it with several ministries in Arab countries, with private sector schools, and with international organizations, achieving great success in the schools where it was applied. It received high appreciation from school staff, parents, and experts, which was evident in the evaluation conducted on a large number of schools that adopted this system by a global institution specialized in monitoring and evaluating educational programs. This evaluation measured the impact of this idea in the field and found that the project aimed at managing school behavior was one of the most effective programs in improving students' behavior autonomously. The Creative Technologies Company adopted this idea and released an electronic version in the form of a mobile application and a website that enables parents, teachers, counselors, and school administrations to use tools for developing positive behavior and reducing negative behavior among students. This initiative was named the Positive Project.

We find that there are global ideas for providing a unified educational identity used by all school staff with students. I have had the honor of reviewing many of these ideas and developed this concept after examining global experiences in education and behavior management. This idea is based on the educational principles mentioned in the previous foundations and focuses on equipping teachers in schools and parents at home with unified tools to address desirable student behavior. It provides educational counselors and behavioral guides with practical and standardized tools to deal with undesirable behaviors in safe and encouraging ways that enhance students' ability to self-direct their behavior.

As for the essence of this method within this concept, which I hope will gain popularity in schools across the Arab world to achieve a true educational identity for schools, I summarize it briefly in the following practical points: dividing students into four groups in such a way that the school, in collaboration with the students, chooses a name for each group according to specific criteria. For instance, the naming criteria could be based on selecting names of geographical areas from the homeland where the students live, or it could involve names representing life skills, such as the Cooperation Group or the Time Management Group, or it could be names reflecting a moral value or virtue. This arrangement will distribute students randomly in all school grades.

The four groups allow students to identify which group they belong to; consequently, we have four educational groups, each consisting of all the students. For instance, if a teacher enters a class with twenty students, they will find that each group contains five students, organized in educational groups randomly. Each group is determined by the school, including teachers, parents, educational counselors, administration, and behavior and values advisors, as well as the desirable life skills appropriate to each age group. It is preferable that the number of points for each stage does not exceed eight. For example, in the elementary stage, the points may include traits like smiling, cooperation, honesty, cleanliness, respect, and others. In the middle stage, they may focus on cooperation, problem-solving, cleanliness, time management, and so forth. Each teacher is required to award at least three behavior points and no more than five per lesson to students exhibiting one of the behaviors selected by the school. They may also award points for behaviors they admire in a student that are not on the selected list, provided they note the behavior for which the student was awarded a point. This transforms the school into a vibrant hive of activity throughout the learning day, in a system aimed at enhancing students’ positive behaviors. This form of positive reinforcement leads to what is known in behavioral science as positive behavioral contagion, where students begin to emulate the positive behaviors reinforced by the awarded points. Thereafter, these behaviors start to manifest as habits, but achieving this certainly requires patience and sufficient time. The points that a student receives are tracked; importantly, they are also recorded for the group to which the student belongs. Hence, every member of the school's groups becomes eager to earn those behavior points to maximize their group’s total. This, in turn, fosters the idea of teamwork among students in each class session instead of the dismal individual efforts.

At the end of the week, preferably on the last day of school for students, the results of the groups and the total number of points earned by each team throughout the school are announced. This announcement takes into account the age groups of the students, and the educational guide or behavioral counselor carries out this task in an engaging manner for the school teams based on their behavioral progress. The highest-scoring group for that week is announced, alongside the results of the other groups in a motivating way to encourage achievement for the following week.

It is well-known how significant this weekly session for announcing behavior points has on students; it serves to motivate them toward positive behavioral progress to earn points for themselves and their groups. This process leads them to what is referred to as the stage of behavioral embodiment. Additionally, it has a major impact on fostering healthy competition in behavior, enhancing team spirit, promoting cooperation, and encouraging peers to work in enjoyable, attractive, and entertaining ways.

Moreover, the behavior points for the groups must be accompanied by monitoring, reinforcement, and accountability for teachers in terms of their commitment to applying them effectively in every class. As mentioned, each teacher is required to assign between three to five behavior points to students in each class. Through a simple calculation, the points awarded by the teacher can be totaled based on their weekly class schedule, thereby enabling identification of teachers who are lacking in assigning behavior points compared to those who consistently give them.

This previous process in the collective behavior points system grants the school a clear educational identity, which is implemented by the teachers as a unified tool in their approach to reinforcing student behavior. The educational guide or behavioral counselor serves as the orchestrator of all the above processes, whether in training teachers on this tool and how to use it or in introducing it to students. Additionally, they are responsible for communicating with parents, explaining this mechanism to them, and providing them with ways to activate it at home. The educational guide is also responsible for monitoring the effectiveness of the teachers’ implementation and for conducting the weekly meeting to announce the educational groups' point totals. Thanks to the Creative Technologies Foundation and its Positive Project, all of these processes have been automated and successfully executed.

The mobile application allows parents to participate in awarding points to their children based on behavioral standards and points adopted by the school according to the children's age group. Thus, this is the first of its kind application that facilitates effective collaboration between the school and home in monitoring and promoting positive behavior among students and children. Additionally, an online platform has been developed to enable educational counselors, behavioral guides, and school administration to track all previous processes related to students, groups, teachers, and parents through specialized reports and dashboards. A comprehensive electronic system for educational guidance on student behaviors has also been established.

The concept of school communities is based on enhancing the school's effectiveness in utilizing the various communities and experiences available for the exchange of knowledge and shared responsibilities, thereby activating the roles of teachers, parents, students, and virtual educational staff. School communities are divided into parent communities, which include all parents whose children belong to these educational behavioral communities. These communities can be established at the school level but ideally should operate at the national level, thereby serving as one of the tools for school development and activating a positive role for the experiences present in each.

A nationally recognized school can hold an annual conference for these school communities and organize meetings to enhance their effectiveness. Additionally, tools for monitoring, evaluation, and development can be created for their operational mechanisms, and their effectiveness can be increased through dedicated websites. This would facilitate communication and interaction with the activities and creative ideas they propose.

Examples of activities and tasks for these school communities include first the teachers' communities, which can engage in numerous activities such as exchanging experiences, skills, and knowledge specific to each teaching specialty, or general knowledge and skills needed by all teachers. This could involve addressing student behavior by reinforcing desirable behaviors or safely and productively managing undesired behaviors, guiding self-regulation in students, as mentioned in the third idea of this book. It could also encompass modern learning methods and the use of technology and continuous assessment techniques.

Benefit and experience sharing within these groups can take place through specialized or general videos, writing articles and success stories, or sharing useful videos from experts around the world on the topics discussed within the teachers' community, in addition to photos of the creative activities conducted by teachers within the school community. This idea would enable the ministries of education to monitor activities within this community, select the best experiences from it, honor them, and enhance their leadership role within the school community or within the ministry of education itself. Alternatively, they could develop their own training capacities and skills to be capable of training effectively at the local, regional, or even international level.

Secondly, the student-teacher communities focus on teachers providing a vast database of knowledge, skills, and various activities that are accessible to students whenever they wish. This benefit could manifest as a creative explanation from teachers of scientific ideas, life skills, educational behaviors, or fostering hobbies and creativity among students. Students can share their teachers' creativity with their peers across the nation, saving students the substantial costs associated with accessing various educational platforms. This also enables students to develop the understanding that teachers have specialized educational experiences, as well as hobbies and skills from which they can learn.

Thirdly, there are student communities that bring together students from different schools according to their age groups, where students present scientific ideas and study explanations that help other students achieve a deeper understanding of specialized knowledge in the scientific field. The best person to convey difficult information to a peer is a friend of the same age. In these communities, students exchange skills and hobbies, and participate in special meetings on how to develop various talents and abilities. They can upload videos and photos showcasing their accomplishments, with the importance of having intelligent oversight on the content uploaded to these platforms to prevent harm, God forbid. There could also be collective activities for students within this community, such as meetings with former students who excelled and distinguished themselves in various fields, or discussions with experts in growth and behavior, among others.

Fourthly, there are parent communities that include guardians at both the school and national levels, aimed at sharing experiences, knowledge, and skills related to enhancing their ability to engage safely with their children through various stages of their development. This includes behavioral interactions, academic development and study methods, as well as parents’ capabilities to foster life skills in their children such as communication, problem-solving, time management, decision-making, teamwork, and creative thinking. As always, there could be direct meetings with experts in various educational fields, as well as with successful role models in parenting and marital relationships. The ministry, through intelligent systems based on artificial intelligence, can analyze information within this community and build a perspective on parents’ needs and their strengths and weaknesses. Consequently, strategies can be developed that are connected to the actual needs of parents in enhancing their capabilities and addressing their shortcomings and complaints regarding their children’s schools.

Fifthly, there are behavioral educational communities, which are the responsibility of the educational guidance department. This community aims to exchange experiences related to educational psychology and elevate the capacity of participants in managing student behavior across different age groups. It facilitates the sharing of local, regional, and global experiences and practices in this field, with significant emphasis on hosting meetings within this community with experts and distinguished individuals. As always, we say that this community enables the ministry to read the current reality effectively.

The field, with its positives and negatives and its needs, can therefore adjust the educational and behavioral compass in schools. Sixth, expert communities are made up of distinguished experiences from parents, teachers, and students who are interested in sharing their expertise with the school and developing the knowledge and skills of all its human components. One of the prohibitions of these communities is for them to become places for transmitting negativity; thus, there must be monitoring and evaluation of the type of messages broadcast within these communities, which should be positive contributions and messages that steer clear of criticizing the reality or focusing on problems. Instead, the content should be filled with solutions. Mentioning the flaws of individuals, whether a teacher, administrator, or expert, diverts from the objective for which this community was established. For instance, sending condolences, prayers, or other matters that do not contribute to social interaction but rather focus on achieving specific goals is counterproductive. The community should not serve as a space for general chatting, far removed from achieving developmental goals. Thanks to God, the advancement of artificial intelligence has reached a level that allows ministries of education to monitor this process with ease.

Allow me to specifically address the Ministry of Education in my beloved Jordan, a country I cherish deeply, with the possibility of extending this idea to all Ministries of Education across our Arab nations. The objective is to take a step towards developing and enhancing the roots of education by leveraging important features at the right time.

The essence of this idea is to grant the necessary licenses and approvals to schools that wish to implement the Jordanian educational system for all age groups: kindergarten, primary, and secondary levels, in all countries around the world, particularly in Arab nations. This should not be limited to schools established only in Jordan, but instead should include the necessary regulations, policies, and tools to ensure quality and desired development.

It is well known that many Ministries of Education in various countries establish policies, procedures, and tools to guarantee the best expected outcomes. They grant the necessary permissions and licenses to educational institutions and schools worldwide that wish to adopt their curricula and adhere to their systems, such as the British, American, and French educational systems, as well as the International Baccalaureate and other global educational structures.

I must admit that I was surprised, several years ago, by the significant demand from many educational institutions across various countries for obtaining these licenses from Jordan. However, my surprise deepened when I found out that this system was not available within the Jordanian Ministry of Education. When a large number of institution owners reached out to me inquiring about the criteria for obtaining these licenses, they were taken aback by my answer: that there is no system in place that allows this.

When I asked them about their urgent interest in this matter, they responded that the Jordanian school certificate is still respected and valued by institutions and universities worldwide. More importantly, there is a strong respect and desire from parents in Arab communities across many countries for the Jordanian school certificate. They prefer their children to study and earn Arab certificates. In contrast, we notice that many Arab Ministries of Education have already embarked on this journey and established specific systems in this field, beginning the process of internationalizing their school certificates for those wishing to obtain these licenses.

It is known that Jordanian experts are considered among the most distinguished specialists in developing these systems in all their details within global education programs, alongside experts from various Arab countries and experts from other nations. The Jordanian expert is seen as capable of formulating these policies, systems, and methods of monitoring and evaluation, as this has been part of their daily work for decades. Therefore, the Ministry of Education does not need to reinvent the wheel; rather, it can benefit from these experiences in initiating the project of internationalizing the Jordanian certificate and promoting it across the world. The groundwork for such a project is ready, reflected in the desire of many stakeholders in these institutions to obtain this privilege in various countries, and the reputation of the Jordanian certificate has been established and accumulated over years to adequately qualify us to embark on this step.

The human resources and necessary expertise are available with distinction and excellence to outline all the details that will enable us to succeed, and the financial cost is negligible compared to the financial and moral benefits that can be gained from it. I will not hide from you the fact that the budget of the Ministry of Education consumes a huge amount of the Jordanian state's budget, even though it has the potential to increase national income through this idea, which I present to you. Thus, it could become one of the leading ministries in implementing the concept of a Ministry of Entrepreneurship. I believe that with a five-year plan to apply the idea of internationalizing the Jordanian certificate, it will be able to achieve financial self-sufficiency, enhance the capabilities of its staff to implement the highest standards of education and learning in the world, and restore the teacher's prestige in Jordan, making them recognized for excellence and distinction.

I am firmly convinced that the time required to establish policies, general frameworks, and regulatory instructions for this idea, along with its details, monitoring and evaluation tools, quality control, and other necessities to begin granting the required approvals and licenses, will not take more than a year at most—provided that the Ministry of Education takes into full account the seriousness of implementing this and has the courage to take this decision. It should work on creating a systematic and genuine framework to integrate international Jordanian expertise with that of ministry staff in a cooperative effort that produces what is necessary to achieve this vision. Why the idea of internationalization? There are many positive benefits and gains that the Jordanian education system will receive as a result of applying the idea of internationalizing the Jordanian school certificate, including...

1. Achieving financial income for the Ministry of Education, which will be sufficient to enable the Ministry to become self-reliant in all its expenditures approximately five years after the intelligent and wise implementation of this approach; thus, it will alleviate the burden on the Jordanian state budget, as the expenses of the Ministry of Education are among the highest.

The sources of income will vary within the idea of internationalization, as is the case with all organizations and countries that internationalize their certificates in exchange for many services provided to schools that grant such accreditation, including:

a) The fees collected from each school granted accreditation based on specific conditions, including annual fees for students enrolled in those accredited schools in the Jordanian Ministry of Education.

b) The financial amounts obtained from students purchasing the Jordanian curricula and administrative services to ensure the efficient delivery of quality Jordanian education.

c) Financial income generated from annual conferences that will include accredited schools to offer education services with a Jordanian certificate.

d) Revenues from selling various educational materials, especially technological ones, to the accredited schools.

e) Financial income generated from registering for the General Secondary Examination in those countries.

f) The fees paid by examination centers for taking the General Secondary Examination.

What is the SWOT analysis of this idea? As you know, the SWOT analysis is essential for any idea.

First, what are the hidden strengths within the institution that will implement this idea? How should they be effectively invested to increase the success rate through the application of this idea? Consequently, the planning must be improved to avoid these points?

Secondly, what are the existing weaknesses in these points that could delay or even lead to the failure of the smart initiative aimed at strengthening or addressing these challenges?

Thirdly, what opportunities exist in global environments that increase the likelihood of the institution successfully implementing the idea, and how must it invest in these opportunities in the best possible way to achieve the highest levels of excellence in the successful application of this idea? Fourthly and finally, what challenges exist in the surrounding environments that may hinder the institution from reaching its desired goal of implementing this idea, and how should it pay attention to these challenges through pre-planning to mitigate their impact as much as possible and establish suitable alternatives to overcome them, transforming them from challenges into opportunities?

Let us begin this SWOT analysis together of the strengths, weaknesses, opportunities, and threats related to the idea of internationalizing the Jordanian school certificate.

First, regarding strengths, my discussion about the strengths of Jordanian education is a fact that cannot be ignored by any reasonable person; these strengths have been built over decades through sincere efforts to elevate Jordanian education to a prestigious status. However, discussing these distinguished points does not negate the necessity for a comprehensive and radical development process to keep pace with the era we live in and to unleash the potentials of our sons and daughters in the right direction towards success. My mention of strengths also significantly reflects my pride in them, and conversely, represents the opinion of the global community regarding the success of the idea of internationalizing the Jordanian certificate specifically. I now view this from that exact perspective and firmly believe that this internationalization idea will have a substantial impact on renewing the school after its decline.

In fact, there are several inherent strengths within the Jordanian school certificate itself, most of which stem from its rich historical background. This history should be optimally utilized since it plays a crucial role and is a key factor in the success of this idea. These strengths include:

1. Previous historical achievements and notable successes regarding the capabilities of Jordanian teachers in the education sector, which are recognized by nations around the globe. This foundation has created fertile ground for the desire of Arab communities in various countries worldwide to enroll their children who seek accredited Arab certificates from an Arab educational system in those countries. These previous achievements continue to maintain the Jordanian educational system at the forefront of Arab countries in terms of the respect and appreciation it receives from these parents. Thus, we expect a significant demand, should the internationalization take place, from private sector investors in educational institutions and schools across all countries of the world.

Parents will largely embrace this idea, and this is evident among many investors who dream of Jordan starting to internationalize its school certificate. The robustness of institutionalizing the Jordanian education system will help facilitate its acceptance in the ministries of education in those countries and in the relevant agencies. Consequently, this will shorten the time and procedures related to accreditation in many countries around the world when the idea of internationalizing the Jordanian school certificate is implemented. Not to mention the respect that official entities have for the Jordanian school certificate worldwide.

The Ministry of Education in Jordan is well-equipped with organized and distinctive departments that can apply this idea across different countries, provided that some adjustments are made to align with this concept. The readiness of Jordanian expertise, which has been spread across many international educational organizations and the countries that adopt the idea of accrediting their certificates beyond their borders, is crucial. These Jordanian experts have participated for decades in creating, developing, and institutionalizing the systems, policies, and tools that ensure the global credibility of these certificates. They have also contributed to evaluating schools worldwide and granting licenses for them, while also requesting modifications within the methodologies they helped establish. They are capable and eager to reflect their expertise in this field on the internationalization of the Jordanian school certificate, which represents a strength in Jordanian educational experiences.

The Ministry must recognize this well and benefit from it in all development operations, especially regarding the details of this idea. There is a group of skilled and highly trained staff, department heads, and managers who possess the necessary capabilities to successfully establish and implement the foundations of the internationalization of the Jordanian school certificate in various countries around the world.

The clear royal support for the idea of restoring and enhancing Jordan’s regional and global role in the field of education is highlighted in the King’s Seventh Discussion Paper, titled "Building Our Human Capabilities and Developing the Educational Process: The Core of the Nation's Renaissance," which I mentioned in previous pages. This is a royal call, in my opinion, to apply all the necessary and possible tools in this area, including the idea of internationalizing the Jordanian school certificate, which enables the Ministry of Education to implement this royal vision. The King emphasized this in the discussion paper.

At the seventh discussion session, we aspire for Jordan to provide a successful experience that can attract others, positioning it as a leader in the modernization of education in the Arab world and a pioneer in the transition to a knowledge-based society. This endeavor includes having competitive school curricula at the Arab level; indeed, the Jordanian curricula are expected to be significantly and fundamentally developed to become some of the strongest educational programs in various disciplines for different age groups. These curricula are being periodically prepared by the ministries of education and specialized curriculum institutions across the Arab world.

Many Arab parents worldwide consider the strength of these curricula as a primary reason for their hope that their children would be educated using these programs in licensed schools in their countries, validated by the Jordanian Ministry of Education for all educational stages. There is also a number of educational staff in schools, as well as trainers in the Ministry of Education, who are capable of contributing to the initial successes of implementing this idea. They have the ability to have a real and impactful presence in the field to ensure the quality and success of the internationalization process of the Jordanian school certificate.

The stability of the Jordanian state and the capability of its institutions for effective development throughout its history have granted Jordan a significant regional and global status. This increases the respect that countries around the world have for the ideas emanating from Jordan, affording it a special and considerable regard. It is well-known that when a Jordanian intends to establish any system in any sector of life, they excel in the work they undertake, as Jordanian work is often described as professional.

There are many weaknesses in Jordanian education, but I will address here a primary aspect, which relates to the SWOT analysis of the idea of internationalizing the Jordanian school certificate and its direct effects.

1. There is a lack of courage in decision-making within the Ministry of Education and a weak ability to envision the benefits that could accrue to Jordan from the internationalization of the Jordanian school certificate. Additionally, there is a notable deficiency in some of the expertise among decision-makers in the ministry concerning the most intricate details related to this sector; this has led, and continues to lead, many Arab countries to outpace us in this regard, resulting in our daily loss of privileges.

Starting with this step, despite the higher readiness and greater reliability of the Jordanian certificate from the perspective of parents, there is an anticipation for the release of this decision and its implementation as soon as possible. To move beyond this point, there needs to be a Minister of Education who is capable of making this decision, overseeing its implementation, and is an expert in the field of education, fully aware of its dimensions and benefits, and knowledgeable about where and how to make significant changes in this sector. This minister should be accountable for their decisions and able to bear the responsibilities and consequences, surrounded by a knowledgeable team within the ministry, comprised of Jordanian experts in the area of international accreditation, possessing a vision to achieve national income through the Ministry of Education.

The absence of a genuine strategic plan within the ministry, relying instead on a problem-solving policy regarded as its representative strategy, raises concerns. Here, I must express my sincere gratitude for the ministry's responsiveness to problem-solving, especially regarding the education of our Syrian children who sought refuge in Jordan—a significant challenge indeed. The ministry has commendably collaborated with various organizations, foremost among them UNICEF, to secure everything necessary for this situation, as well as addressing challenges posed by COVID-19 and its impact on education.

However, the pressing question remains: Is this the primary and ultimate role of the Ministry of Education? Is this the function of the Minister of Education and the first leadership tier in the ministry? I believe the answer is no; this is not their sole role. An emergency committee could be formed to address such urgent situations, while strategic and future visions are embedded within it to overcome weaknesses and avoid merely rotating around the notion of “putting out fires.” To transcend this issue, I feel that the ministry requires a capable, empowered, and experienced leadership elite adept in the details of work who do not get bogged down by the challenges of reality, but rather engage with it and look to the future with planning and wisdom.

The unwillingness to work and the declining productivity among certain departments in the ministry is starkly evident in the delays in work and the lack of seriousness taken in important missions. The unilateral decision-making at times, alongside other issues related to this component, necessitates the establishment of a training program for them and the activation of wise work plans associated with this idea and others. There should be a clear linkage between high-quality practical achievements and defined timelines, with accountability for any shortcomings. Additionally, involving expertise from the private sector alongside the experiences of the Ministry of Education in leadership and decision-making within clear and transparent methodologies is crucial.

The significant bureaucracy during the implementation phases after a decision is made can delay, obstruct, or even stifle such ideas in their infancy. To overcome this hurdle, it is essential to coordinate the expertise of the Ministry of Education with the distinguished specialists from the private sector to ensure the success of this initiative through a well-structured action plan and performance reports tied to quality and timeliness. Additionally, it is important to place the right person in the right position, with complete supervision from the highest ranks of the ministry with genuine commitment, linking the achievements of this project to the rank system within the ministry for those who achieve the highest performance according to the established plans.

Opportunities: There are several evident opportunities that support the success of the idea of internationalizing the Jordanian school certificate and pave the way for it. These include the growing culture among Arab parents of seeking accredited international certificates. This culture was once very limited, but since 2000, it has begun to expand across various countries. Parents are now increasingly considering strong certificates that enhance their children's chances of university admission and provide them with a suitable educational level. This has been further facilitated by the presence of large numbers of Arab communities living in different parts of the world, many of which are still in search of strong and accredited Arab certifications from their countries.

The trust of Arab communities worldwide in the Jordanian school certificate is noteworthy. I would like to emphasize the significant interest shown by Arab communities living in the region rather than in the West, such as those in the Gulf countries, the Maghreb, the Levant, and the Arab nations in Africa. Even parents holding the nationalities of these countries and residing there will have considerable interest in the Jordanian school certificate due to its reputation and strength compared to other Arab certificates. While I urge the further development of the Jordanian educational system from its roots, I want to point out the substantial opportunity represented in internationalizing the Jordanian certificate. The Arab population in the Arab world reached over 400 million in 2000, a very large number, especially if efforts are made to market the Jordanian school certificate effectively. There has been a call to enroll boys and girls in Jordanian schools following its acceptance for internationalization, attracting interest from the private sector and investors in education due to their awareness of the extent of interest and trust in these opportunities.

Parents are encouraged to enroll their sons and daughters in schools accredited by the Jordanian Ministry of Education for all educational stages. This increases the interest in both existing schools and newly established ones significantly, particularly if the Jordanian school certificate is internationalized. This would greatly pave the way for the success of such an initiative, especially given the clarity and similarity of admission requirements among many education ministries and relevant bodies in most countries regarding the accreditation of school certificates. The relationship between the Jordanian Ministry of Education and all Arab countries, as well as many countries around the world, is strong, and the Jordanian certificate is highly respected. Therefore, there should be minimal difficulties in internationalizing the Jordanian school certificate in most countries, provided we master the necessary requirements and preparations for this initiative. We must leverage these relationships and pursue internationalization as soon as possible to obtain what is needed for its accreditation in various countries.

Fourth, there are undoubtedly a number of challenges facing the implementation of the internationalization of the Jordanian school certificate. These challenges, along with their solutions, include concerns about efficiently and effectively applying the exam system for the Jordanian general secondary education certificate (Tawjihi) without any leakage of questions or other issues. To address such fears—arguably the greatest concern—there are many global educational systems that have successfully maintained the integrity of their examination processes for decades by putting detailed systems in place, which are applied effectively in hundreds of countries.

Establishing specific regulations and conditions for schools that will receive the Jordanian school certificate is essential, while also benefiting from international experiences related to examinations, particularly the general secondary education certificate. This includes special requirements for examination halls, accreditation of examination centers in areas authorized to license the Jordanian certificate, mechanisms to ensure no leakage of questions, and the establishment of secure conditions for question storage, among other requirements related to this area. This is precisely how all countries and organizations that provide accreditation for their school certificates operate, ensuring comprehensive evaluation during school inspections concerning compliance with all criteria, especially the requirement for accreditation as a center for the general secondary examination.

Leveraging cultural attachés and their staff available in every Jordanian embassy across the world is essential for achieving the required discipline and ensuring the highest standards of quality in the implementation of the Jordanian certificate examination system. This includes consulting experts in the Ministry of Education, particularly in the Examination Department, for supervision and management pertaining to the application of the Jordanian certificate examination standards.

There could also be dedicated operation rooms to monitor the progress of the examinations at every test center in all countries where schools have been granted special licensing to serve as centers for the Jordanian General Secondary Examination, similar to the operation rooms that are set up in many countries that issue their school certificates beyond their borders.

Utilizing the expertise of international Jordanian professionals working in this field ensures the quality of school examinations and draws from decades of understanding the risks and how to overcome them. Establishing specific conditions for this component, along with plans, methodologies, and detailed tools for work, is necessary to guarantee the required quality and to maintain the esteemed status of the Jordanian General Secondary Examination.

Concerns regarding the quality of education provided in licensed international Jordanian schools can negatively impact the reputation of the Jordanian certificate as a whole. To overcome this challenge, we must recognize that global systems that grant licenses to schools worldwide and enable them to implement their educational systems have greatly benefited from diverse experiences from various countries that apply their systems. They have utilized these experiences to develop their programs, curricula, and educational tools, remaining unwavering in the face of such fears.

Instead, they have established all necessary tools to ensure the quality of education provided in licensed schools and have mandated that teachers and administrative staff in those schools receive ongoing, specialized training on their educational systems to guarantee the best possible quality of education outside their borders. Furthermore, they have set specific conditions for facilities, the quality of administrators, and teachers. These international educational systems continuously implement monitoring and evaluation plans through meetings and international visits to schools before, during, and after obtaining their licenses with the aim of ensuring and maintaining quality in an appropriate manner.

I do not believe that overcoming this challenge is difficult at all; we can simply benefit from the experiences of other countries that have internationalized their school certificates.

The development, modification, and necessary adjustment of those experiments and their tools, which have been exemplified in this regard earlier, should undoubtedly continue; there is constant benefit from the experiences of Jordanian experts in this field to achieve a quality system that regulates the efficiency of what is offered by international Jordanian schools outside the country. The Jordanian expert is considered one of the best in this field, working with many international educational organizations. Additionally, the competition among several countries to grant the necessary licenses for their educational systems worldwide may limit the effectiveness of efforts to internationalize the Jordanian certificate, making the endeavor seem like a waste of time. Here, I must point out that the Jordanian school certificate still occupies the top position in the strong desire of many, if not all, parents, followed by significant interest from the owners and administrations of Arabic schools spread across many countries. Therefore, I firmly believe that this challenge affects other Arab school certificates more than it does the Jordanian school certificate. If Arab parents and school administrators worldwide hear that the Jordanian Ministry of Education has indeed begun procedures to internationalize its school certificates, there will be a large number of those waiting to obtain these licenses and to meet the conditions for accreditation from Jordan. For this reason, our ministry must immediately start wisely and with steady steps, benefiting from expertise and careful planning for the project because time that passes does not return. We have had enough of lost time, and we must trust ourselves more.

I present to you some ideas from this book, and you may find some of these lines incomplete in meaning or not entirely comprehensible; this is precisely the intent behind them, as a prompt for you to read all the lines of the book "When the School Dies." Perhaps this reading will lead to structured decisions for the necessary changes, made with wisdom, vision, strategies, and practical tools. For more insights, please read the book from the beginning. I apologize to anyone—individuals, officials, or any entity—who interpreted my words in a way that made them feel I was exaggerating or speaking inappropriately; I do not intend to offend anyone. Rather, I have summarized in these pages an opinion that has formed in me since I began working in the education sector in 2001 and until now. For more insights, please read the book from the beginning. There are many questions waiting for answers, whether we are educational staff, parents, students, or even experts in the field of education. We are all searching for a genuine answer to these questions, but there is no one to respond. In my view, the answer lies in the changes proposed on the pages of this book. For more insights, please read the book from the beginning.

I did not intend with the title of this book, "When the School Dies," to suggest that schools in the Arab world are not fulfilling their required role—as if they do not exist at all. I also intended to advocate for a complete and radical transformation through well-studied and wise practical methods, action plans, and strategies that lead us to change the current shape of schools to a different form that allows us to fulfill our responsibilities towards our sons and daughters and to our Arab homeland as soon as possible, and to provide the necessary revival operations so that they can come back to life anew. For more insights, please read the book from the beginning.

The idea that the greatest obstacle to revitalizing schools is the human mind and the lack of self-confidence that fosters hesitation in reaching solutions, as well as the weak personality that says, "We found our forefathers on a community and we are guided by their footsteps," along with the absence of wise management and sound governance that stifles action. For more insights, please read the book from the beginning.

I firmly believe that the Arab homeland is capable of...

A new global educational model emerges; for more details, please read the book from the beginning. There is a crucial and highly significant central question that represents an important turning point, if not the most important one, in the life of schools in the Arab world. The answer to this question forms the goal at the end of the roadmap. Either the head remains buried in the sand, ignoring development and self-criticism aimed at improvement, which could lead to further regression and decline, or it is raised to see the light, becoming capable of realistically assessing the weaknesses it suffers from. It then launches with its capabilities, history, status, and the expertise of its professionals to develop solutions that are consistent with the modernity and changes occurring in the world today, as well as the new needs of our sons and daughters in the coming years. This would mean developing a new educational system that alters its approach, plans, and inputs; adjusts the expected outputs, and regains its regional brilliance and global competitiveness.

The question is: should schools provide educational services? Or should they offer educational value that enhances the capabilities of students and the educational staff, while also uplifting the educational abilities of parents? For more information, please read the book from the beginning.

Unfortunately, a very large number of schools in the Arab world have adopted a wide range of conditioning methods. For example, when a teacher uses punishment as one of the main tools to maintain discipline among their students, threatening them, this stifles their abilities, kills their creativity, increases their anxiety, and heightens their stress. Consequently, fear of the teacher and the school becomes the prevailing norm. This is a type of conditioning.

Moreover, when the school examination system leads to classifying students as smart or foolish based solely on their test scores, without taking into account their other abilities or their work throughout the month, term, or year, this also represents a form of conditioning.

For more information, please read the book from the beginning.

The main idea and service of the bank are represented in depositing money and then withdrawing it, without the person withdrawing the funds being affected by this process, whether that individual is a machine or a bank employee. The employee does not know why the money was deposited or why it was withdrawn, and will forget you as soon as they serve you.

The customer who is withdrawing cash, and the machine doesn’t recognize you at all; it will only recognize you through your PIN, and it won’t ask you why you want to withdraw money. The important thing is this: and this is exactly what happens in many of our schools. There are many of them that implement the educational systems approved by our ministries based on the idea of rigid learning. The teacher comes in to deposit information in a forced manner into the students' minds without any enjoyment or interaction, and they store it in their minds just like your bank balance is stored in the bank’s computers. Then, on the day of the exam, students extract or regurgitate this information only to forget it, just like a bank employee forgets about their clients and how much they have withdrawn or why they withdrew this money or that information.

To understand more, please read the book from the beginning. Let me ask you this question: what does a canned goods factory do? Let’s choose a factory for canning tomatoes, for example. What it does, clearly and briefly, is bring the tomatoes to the factory; place them in special rooms, then move them again to other rooms to begin mashing them until they reach the desired consistency, and then transfer them to a third place to start stuffing them into special cans. Each of these cans has specifications that the factory controls without the tomatoes having any choice or power. They are merely lovely red creatures that follow orders. If any tomato strays off the line, the worker has two options: either crush and mash it, or force it back to the line which will end with it being canned after its appearance, consistency, and fate have changed.

Do you know something? I think that as you read the previous lines, you have begun to imagine students inside a canned goods factory called school. Some of you might have thought to yourselves, "You’re right; our children are in a canning factory for more than twelve years, only to exit through the school gate, packed according to the desires of the teacher and the curriculum dictated by the Ministry of Education, until they reach the required consistency."

To understand more, please read the book from the beginning. Let me pose a question to everyone; to the teachers and administrators.

Schools, parents, education ministers, and everyone else—do we really need our children to spend twelve years in school, only to graduate ultimately mastering one dimension of life: memorization and rote learning of information—if they manage to grasp even that? Or do we want them to make the most of every moment in those twelve years, developing all facets of themselves? In analysis, synthesis, inference, decision-making, time management, teamwork, and genuine communication with those around them; in love, giving, understanding, emotional regulation, and real cultivation of their talents, desires, and traits; in the pursuit of knowledge—creating it, refining it, critiquing it, and innovating upon it; in building a safe relationship with themselves, their Creator, and those around them, as well as with the things created by God; employing the best methods to benefit from this knowledge surrounding them and transforming it into wisdom through play, joy, and protection from any negative influences impacting them, either psychologically or physically; advancing their knowledge and skills in entrepreneurship and volunteer work; solving the problems they face wisely and rationally, away from anger and violence; and developing their humanity and coexisting with those around them respectfully despite differences.

In cultivating their ability to be humorous, balanced, adventurous, and courageous with a thoughtful mindset, rather than reckless, and in being virtuous and creative while managing their behavior through self-regulation rather than external imposition; thinking about what is right and what is wrong; possessing the capacity to embody goodness and correctness while steering clear of mistakes and harm?

For more, please read the book from the beginning. I am aware that some educators may disagree with several ideas presented in this book, and I understand that many will specifically disagree with this idea. Conversely, I am certain that education ministries in many countries will disagree with most or all of what is mentioned in the pages of this book. That said, there is nothing wrong with differing opinions; all viewpoints are respected and valued. However, it is essential that we all work together to identify the path that will guide us in taking this generation—and future generations—towards a comprehensive understanding of success in life.

Without prolonging this discussion, the term "schooling," for some, denotes all the processes, methods, and tools that occur within schools and classrooms aimed at achieving desired learning outcomes. However, I see that this term and its application in this manner have limitations...

The reason for the decline of the school in this century is also due to the approach, policies, inputs, processes, and outputs that are formulated by the ministries of education without proper study, treating them as immutable texts whose principles cannot be deviated from. There is a lack of genuine involvement from all the elements of education, primarily students, parents, educational experts, and positive influencers in the community. This has resulted in an obligatory adherence to accept everything that arises from these policies, and it does not necessarily ensure the success we desire for our sons and daughters. You may refer to all the statistics that speak of the poor outcomes after years of schooling, reflected in our children, both in terms of their basic developmental needs and their relationships, in addition to their significant deficiencies in acquiring and applying life skills. For more information, please refer to the book from the beginning.

The implementation of numerous developmental projects by the ministries of education to enhance the human infrastructure in line with advancements and modernization is one of their most important endeavors. They allocate significant amounts in their budgets and spend substantial financial resources. However, the real question remains: What impact do these projects have on improving and developing education in the reality of schools? The answer is evident in the inverse relationship we observe between the number of these projects and the quality of education in schools. The more projects there are, the lower the quality of education becomes. The more critical question is, why is this inverse relationship present? For further details, please consult the book from the beginning.

For me, it is imperative that schools also evolve according to well-studied plans, smart and clear operational mechanisms, and evaluation methods for this process so that the structure of the school reaches the level we aspire to, as parents, as a state, and as students and educational experts. For more details, please read the book from the beginning. I know that the task encompassed by this idea—I chose it to be the first due to its importance—is not easy; it is a true revolution in the field of education in all the schools of the world. Yet it is the foundational pillar in reviving the educational system.

In the modern era of education, it is enough for us to graduate students who resemble the people of the cave, surprised by the vast difference between what they learned within the school walls for twelve years, and the realities of life, its requirements, and its essential skills. Let us begin, with this idea, to compel schools to fundamentally and radically change what they offer our sons and daughters, in terms of inputs, outputs, policies, strategies, and tools. Let us think clearly about the reality of future life and reflect it in our educational systems, including their policies, structures, ideas, methods, and strategies. Let us abandon the ostrich’s head buried in the sand, escaping from the looming dangers, and convince ourselves that we are safe from these threats and sheltered from failure. We have indeed reached a point of failure represented by the death of the school due to timid strategies and a retreat into methods, systems, and curricula that do not nourish or fulfill our children’s needs for real preparation for life. This represents a misinvestment of the long years they spend in school, leaving them ill-equipped to face life in ways that enable them to succeed.

Furthermore, it is important to recognize that technical learning and mastering its craft have become essential parts of life—not just in its application but also in its creation. This knowledge has even become a national income source in many countries, and is viewed as a primary alternative by several governments to tackle unemployment. Instead of focusing on securing jobs that are unavailable within the state for the youth, regardless of their educational levels or university majors, there has been a shift toward teaching skills such as programming languages, artificial intelligence, cybersecurity, and big data, among others. This shift has led to exporting local expertise to countries worldwide, especially given the increasing demand for software of all kinds in all corners of the earth. The reliance of countries on national income from exporting this industry has become a significant source of revenue, and it continues to grow in the coming years.

How long will this bleak scenario persist? How long will this destructive vortex cost nations dearly? How long will energies, infrastructures, and national budgets be drained? How long will schools continue to produce individuals who enter universities, only for the universities to graduate jobless individuals into society? This cycle endures because the womb of the Ministries of Education has failed to give birth to leaders who genuinely think about successfully guiding us to a brighter future.

The essence of vocational learning is genuine, not superficial, yet the structure of schools remains stubbornly attached to the informational overload that inflates the unemployment rates in societies. Is there no solution? Are industries not evolving and adapting to changes? Is not education and schooling an industry in itself? Does this industry not require development through harnessing modern technologies to overcome the pitfalls of the old school model and halt the hemorrhage that devastates the very fabric of society? Is now not the most opportune time to shake off the dust of tradition, cast aside the fear of renewal, and embrace all that is beneficial and new, positioning ourselves on the global—or at least regional—stage to declare to the world, “Here we are, we have begun to present a new model of schools”?

In the last five years, many Arab societies have experienced alarming behavioral setbacks evident in the streets, courts, shops, driving behaviors, universities, and within families—everywhere. From harassment to insults, from rising crime and suicide rates to increased aggression in dealing with others, to bullying at all levels, to loitering and extortion, not to mention the diminished cooperation, lack of respect, and the prevalence of gossip, rumor-mongering, deceit, fraud, and other dangerous and strange behaviors alien to these societies; the moral and ethical state has surpassed a dangerous phase to enter one of collapse.

Let me begin this thought with a stark reality we face both day and night: the unacceptable behaviors we witness on the streets and in all places are a reflection of the school's failure to activate an educational identity through practical means within its walls for twelve years for every son or daughter who lives or has lived within its confines. This represents a true death exemplified by its inability to build systems of human values, basic morals, and desired behaviors through unified methods and tools applied by the entire educational staff, who should be held accountable for their shortcomings in implementing these practices. This should be based on scientific methodologies aimed at strengthening desired behavior and eliminating undesirable ones.

The concept of school communities is founded on enhancing the school's effectiveness in employing various communities and experiences present within it.

The exchange of experiences, sharing of responsibilities, and a more active role for teachers, parents, students, as well as administrative staff, educational counselors, and behavioral guides, are to be implemented through virtual communities. The school communities can be divided into parent communities, which include all parents whose children are part of these behavioral educational communities. These communities can operate at the school level, although it is preferable for them to function at a national level, thus activating them as one of the arms of school development and positively utilizing the existing expertise in each school across the country. An annual conference can be held for each of these school communities, along with meetings to enhance their effectiveness.

Tools for monitoring, evaluation, and development can be developed to improve their operational mechanisms, and their effectiveness can be increased through dedicated websites, facilitating communication and engagement comfortably with creative activities and ideas they present.

Furthermore, it is advisable to read the book from the beginning which discusses granting the necessary licenses and approvals for schools wishing to teach the Jordanian educational system across all age stages, including kindergartens, primary, and secondary education, in all countries of the world, particularly in Arab countries, and not confining it to schools established only in Jordan. This is to be done within the necessary procedures, policies, and tools that guarantee the desired quality and development.

It is well known that many ministries of education in various countries around the world establish policies, procedures, and tools that ensure the best expected outcomes and grant the necessary permissions and licenses to educational institutions and schools in all countries to implement their curricula and follow their guidelines, such as the British, American, and French education systems, as well as the International Baccalaureate and other global educational systems.

I won’t hide from you that I was surprised, for many years, by the high demand from numerous educational institutions in various countries for obtaining these licenses from Jordan. However, my surprise grew even greater when I found out that this system is not available at the Jordanian Ministry of Education. When many institution owners reached out to me asking about the criteria for obtaining these licenses, they were taken aback by my response. They indicated that the Jordanian school certificate still holds its respect and value in global institutions and universities. Most importantly, there is a strong respect and desire among parents in Arab communities across many countries for the Jordanian school certificate, with many preferring their children to study and obtain Arab certificates. For more details, please read the book from the beginning.