First of all, I extend my apologies to any individual, official, or entity who might have interpreted my words in a way that made them feel that I was exaggerating or speaking in an inappropriate manner. 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 field of education in the year 1 until now. I have had the honor of being a teacher, an academic coordinator in various international and national educational systems, a general manager and owner of schools, and the founder of many schools in more than one country. Additionally, I have served as a director, expert, and consultant for dozens of developmental projects in education with different international organizations and global donors. I have evaluated and developed numerous schools across the Arab world with their diverse categories and varieties. I supervised a group of studies aimed at clarifying the facts related to this field. After more than twenty-seven years of working in this honorable field, I felt it was my duty to write these pages to discuss the educational reality in our schools in the Arab world in particular, and in schools around the world in general. I aim to present a practical vision of some developmental proposals that can revive the school and end its inefficiency in providing the best types of education and learning to our sons and daughters, who are considered the most important 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, which I will discuss in the upcoming pages. These points are considered one of the main pillars of the book's idea of restoring the school to the strength and excellence we desire. I am fully aware that my words may be right, as they may also be wrong, and they are open to critique and correction. I respect any opinion I receive, whether from my students, school staff, parents, or officials, regarding my views in this book, whether in opposition, agreement, or suggestion for modification and correction. It is my honor that my email is available to you.

Let's be clear from the outset; let's state the questions that cross all our minds, whether we are educators, parents, students, officials, or even experts in the field of education, as we collectively seek a genuine answer to these questions: Is the current school system suitable for building a generation capable of achieving success in life in the 21st century? Does it equip our sons and daughters with the life skills necessary for success, such as communication, problem-solving, decision-making, teamwork, creative thinking, and time management? Or is the school, throughout its twelve years, essentially wasting their time and energy? Does the school take into account the modern knowledge that has spread everywhere, which our children must learn, such as programming, vocational training, and entrepreneurship, among many others? Or is it entrenched in its old knowledge, enforcing compulsory schooling on our children, thus producing men and women of the cave who, upon emerging from the harsh, cold, and empty cave of school, are shocked by the progress that has filled life while they were languishing in the depths of darkness?

Why have teachers lost their passion for self-improvement, updating their capabilities, and building skills suitable for the technological, cognitive, and skill advancements in the world? Does the student approach learning with enjoyment and see returning to school as a joy? Or has it become a source of annoyance for both us and our children? Why has the teacher in the last decade lost their symbolic status, position, and role model stature in the eyes of their students? Why has the curriculum become nothing more than a burden that adds to the students' pain and suffering? What is the reason that many of our children's talents are wasted within the confines of the classrooms and school hallways? Why has rote learning increased in schools in an era when the world is moving towards different learning methods suitable for these generations, such as project-based learning, enhancing discussions with students, group learning, learning outside the classroom, and considering the student the center of the learning process? How do parents perceive their children's schools? With satisfaction or discontent? And why do we repeatedly hear complaints from parents about the poor quality and weak outcomes of our schools?

Why do Ministries of Education spend millions of dollars annually on developing learning and education when the outcomes are barely noticeable under a microscope? Why do we often consider schools as hubs of moral corruption and behavioral loss? Why does overcrowding in classrooms and schools reach unimaginable levels? What is the impact of this on the teacher's abilities and the true benefit to the student? What is the effect of this on students acquiring undesirable behaviors in such crowded settings? How can we discover the inclinations, talents, and abilities of our children amidst this overwhelming number of students in a single classroom?

How does my child graduate from school after spending more than twelve years there, only to be filled compulsorily through rote learning without acquiring a single life skill? What are schools doing to prepare our sons and daughters for the next decade? What are the Ministries of Education's plans to catch up on what they have missed and to address their decline on regional and global levels, both in terms of knowledge and morality?

Is the school an attractive or repelling environment for our children and even for the staff working there? Do the curricula across various subjects and educational materials ignite in students a spirit of creativity and discovery? Do they open up a wide and ample space for their minds to think freely, enabling mental synthesis, analysis, and deduction? Do our sons and daughters feel safe with their teachers? With their peers and administration? Or does the school represent, for some of them, a source of fear due to bullying from other students, teachers, and school staff? Are school buildings safe and adequately equipped? Are the classrooms sufficient?

Do our children suffer while going to their schools? Can the Ministries of Education become self-sufficient economically, or will they remain dependent on state budgets? Do students feel secure and capable of self-actualization? Do schools nurture cooperation, love, and camaraderie, and do they foster acceptance of others? Do students feel a real and safe sense of connection?

Do the top officials in the Ministries of Education truly understand what is happening on the ground? Or are they detached from it? Do they possess genuine knowledge about this sector, or did they come to us from other sectors, thus lacking the components necessary for the reform and improvement processes required in one of the most critical sectors for nation-building? Are we aware of the financial, social, and psychological waste, as well as the waste of energies, capabilities, and talents that occurs every moment in our schools? Who said that the current form of the school is a holy book? Aren’t all industries evolving and progressing, offering something new every day, especially in the last five years? So why is the school subjected to the saying “stuck in place,” where it neither progresses nor evolves, circling around the traditional mill? Yes, some Arab countries have made significant strides in this field, but I believe that the core of the required change has not yet been achieved. The focus remains on the buildings and the beauty of the classrooms. Sadly, other countries have not taken a single step forward and remained as they are, or have even regressed, accumulating piles of dust on the plans for change and development. Why is violence, in its various forms, still present in our schools? Why is there still a tone of defiance, especially with adolescents, echoing in the hallways? Why does the teacher know so little about educational psychology and modern learning methods, and if they do know, they apply almost none of them, save for a few exceptional cases? Why, why, why?? Hundreds of questions are circulating among people regarding the effectiveness of schools in the Arab world, but they remain unanswered. In this book, after more than a year of experience in the field of education, during which I had numerous teaching, school administration experiences, owned and established schools in several countries, and worked on preparing and managing various major projects with Ministries of Education under the supervision of international organizations in regional countries and in different types of schools, I aim to present to you—parents, students, officials, and Arab experts in education—some answers that I consider of utmost importance. These are intended to initiate a genuine journey in the Arab world aimed at developing education and improving its outcomes.

The pages of this book do not merely describe the ailment; there is a profound emphasis on describing the remedy and treatment by presenting practical strategic ideas to solve the problems and challenges we face in the education sector. I did not intend, by the book’s title "When the School Dies," to imply that schools in the Arab world are merely failing to fulfill their required role and are as good as nonexistent; I also aimed to advocate for a complete and fundamental transformation through practical, studied, and wise methods, work plans, and strategies that would change the current form of school into a different one, enabling us to fulfill our responsibility to our children, our community, and the Arab world as soon as possible. We must offer the necessary revitalization processes so that schools can return to life.

As you may recall, in 2020, after the COVID-19 pandemic began to settle globally, the ministries of education in the Arab world took pride in their achievements in distance learning and boasted about what they had provided to students. Meanwhile, parents and many education experts had a different opinion, not just in the Arab world but regarding the mechanisms and strategies of distance learning worldwide.

I published a video on social media titled "The Failure of Distance Learning in the Arab World," and within hours of its posting, a group of friends, experts, and officials in the field of education from various Arab countries contacted me, almost universally expressing a similar sentiment: Why would I publish such videos? Haven't the ministries done everything they can to mitigate the problems of learning during the pandemic? The timing was inappropriate, especially since the video had garnered thousands of views within minutes, which could cause annoyance at a time when we are trying to address the adverse effects of COVID-19 on education. They concluded their reproachful calls with similar phrases, often saying, "We need your support, not self-flagellation."

It was like the fuse that ignited the idea in my mind to start writing this book. Their idea revolved around, instead of criticizing, standing up and discussing feasible mechanisms and tools to develop education rather than putting a stick in the wheel. The first truth is that their words were both correct and erroneous at the same time. The Ministries of Education in the Arab world, with gratitude and through their staff, have dedicated all their resources to bridge the education gap after schools closed their doors, teachers deserted their classrooms, and students left their desks, courtyards, and playgrounds. We all appreciate this effort, but it was disorganized and veered more towards publicity and marketing mechanisms rather than actual fieldwork.

Platforms were not ready, nor were they adequately developed during and after that period. Teachers were unprepared, even though it would have been possible to ready them in a short time. The most significant issue is that we have not advanced after the end of this gruesome pandemic and have returned empty-handed to our former state. Many ministries in the Arab world have not grasped the reality of the changes and developments that have affected the world of schools globally and remained silent on improving learning quality. Not to mention, the readiness of parents to substitute teachers, in terms of actual teaching or, in reality, rote memorization, and their use of modern technologies to monitor their children, especially during the foundational stage. And the technical infrastructure's readiness in our Arab countries to ensure the success of the remote learning experience is quite weak, despite the media propaganda championed by the Ministries of Education in the Arab world. It even went as far as proclaiming that the world learned from the experiences of some Arab countries.

The second truth is that criticism alone doesn’t bear fruit. Instead, practical, realistic solutions need to be implemented through a strategic plan so that we, as experts in education in the Arab world, reach the school we aspire to have. From then on, I began writing the lines of this book, through which I aim to extricate the Arab world from a dire educational situation. This situation is marked by the deadly impact of school closures on children and their potential, and the detrimental effect on nations by depriving them of such potential. We must elevate this educational institution, whose importance in achieving balance in the quadruple aspects of student development—mental, emotional, social, and physical—is undisputed.

The text works to establish the necessary balance in the web of relationships they have, including the relationship with oneself, the Creator, others, and things. It aims to solidify the six fundamental life skills in them: communication, problem-solving, decision-making, time management, teamwork, and creative thinking. Consequently, this creates a healthy nucleus for education and learning that empowers teachers and school staff to implement the best teaching methods and messages. This will bring our sons, daughters, and nation to the rightful status through accurately describing the grim reality and then discussing effective strategic, practical, realistic, and feasible solutions. The learning process has both significant and serious effects since it encompasses social, economic, psychological, cultural, and survival dimensions. It is also a continuous process, not tied to a specific time, place, or generation. The improvement of the educational reality is not restricted to one group; it involves planners, experts, teachers, administrators, students, families, and all members of society.

In this book, I attempted to remind you that we do not need coercive educational methods and programs that produce individuals with vast amounts of information but lack the ability to think about it. Education should be a free experience where individuals express themselves, unleash their creative abilities, and explore their talents freely, far from stereotypes, forms of control, and restrictions on thinking. However, it is crucial not to overlook positive guidance and intelligent advice to steer them in a way that aligns with our sound value heritage and correct principles. On the other hand, the student may acquire bad habits and behaviors from peers in school. The worst, however, is when the student adopts the coercive ideas, opinions, and whims of teachers, which stifles their intellectual readiness by imposing a singular viewpoint, speaking in the name of absolute truth, and rejecting dialogue and debate from students. This type of teacher produces graduates who lack a sense of belonging and even a love for learning because, throughout the twelve years, they have suffered rather than contemplated, stumbled rather than understood, felt fear more than safety. They view the school as a repelling rather than an attracting place.

We must not forget that the process of change and development in societies is inevitable and recently occurring at a rapid pace. Thus, understanding this change and preparing for it requires new and flexible educational plans that keep pace with the contemporary spirit and transcend traditional plans and methods. Therefore, we must transform the reality within educational institutions from boredom to enjoyment, from rote learning to dialogue and thinking, from intellectual oppression to disciplined freedom aligned with communal interests and respect for others. We must move from imitation and repetition to innovation and renewal, from a singular curriculum to multiple curricula, from fear to security, and from singular assessment to comprehensive, multifaceted evaluation. We should shift our focus from considering the top-grade student as the only distinguished one to recognizing that every student is talented and unique. The shift should be from traditional teaching methods to modern learning techniques that match the development of this generation, and from merely completing textbook pages to focusing on the most important content and continuity of the curriculum.

We need to change our perspective on schools—from viewing them merely as places of knowledge to seeing them as venues for nurturing the three developmental needs, the four relationships, and the six life skills. In doing so, we will have demolished with the tool of the modern school the dilapidated school that hinders educational progress instead of advancing it. This is not impossible if we can foster teachers who believe in the importance of their role, appreciate the magnitude of their responsibility, and eliminate many of the practices and cultures that reinforce negativity in education. We must also cultivate students who are active and earnest in their learning, and parents who understand the importance and benefits of education. Learning should be aimed at preparing for life and embracing it with love through real life skills, not merely for rote memorization of knowledge.

Who said that the current form of school is a sacred scripture that cannot be changed? Who said that education must span over twelve years? Who said that learning is confined to the school textbook? Who said that the teacher is the sole source of information? Who said that learning should be confined within the school walls? Who convinced us that monthly, quarterly, and annual exams are the foundation for determining a student’s abilities? Who says that the current form of school is suitable for preparing our children for success in life? It is the human mind, which fears change, combined with laziness that fears hard work, and a lack of self-confidence that generates hesitation in finding solutions. The weak personality that says: "We found our forefathers following a certain way, and we are guided by their footsteps," coupled with the lack of wise management and sound governance, impede progress. Even if this change were in the best interest of our children and the future of our nations, our fearful minds and declining ambition have turned these pitiful assumptions into irrefutable truths. Consequently, they have entrenched this imposed reality and exacerbated the waste of our children's abilities, erasing every opportunity for genuine development within them.

The educational policies in many Arab countries were once acclaimed, with teachers being trained and empowered, boasting hundreds of thousands across the Arab homeland. Educational systems were developed, but since the early twenty-first century, these systems and ministries have begun to regress, becoming aged and weak, unable to keep pace with the abilities of our sons and daughters or fulfill their aspirations. Major setbacks have taken place in acquiring the knowledge and skills required by the demands of this new century.

In the Arab world, in many fields, we suffer from the same black hole that devours all our excellence and stands as a barrier between us and success, which necessitates change. This black hole is called fear – the fear of merely thinking about change. So we cling stubbornly to the old ways, sanctify them, and do not allow anyone to touch them. This fear represents our comfort zone, the foolish area that makes us feel safe, but it destroys us slowly until we lose the greatest thing God created in our nations: the abilities of our children. We walk like the living dead, adhering to rote learning, school exams, and outdated syllabi that have long since lost their relevance.

Her information is like the yellowed page found in one of the pharaohs' tombs, ancient and outdated. We walk like the living dead behind old educational paths that destroy rather than build, graduating cave-like groups that time has worn down. It is not due to the age of these Arab groups; rather, they are young and promising, but they have been subjected for twelve years to outdated curricula, programs, and teaching methods.

Fear of change coerces us and entrenches us around a school that has been dead since the beginning of the twenty-first century. This fear shamelessly convinces us through various propaganda that we are fine, doing well, and in good shape. This fear of change causes the greatest theft and deception in human history: it steals the most precious asset of nations, the distinction of its young men and women, and deceives the nation into believing it is fulfilling its duty well. We must stop fearing to admit that the school has died and is no longer viable in its current form, and immediate change is necessary for its structure, inputs, methods, and strategies to revive our sons and daughters and make them capable of collaborating with global citizens to achieve success for themselves and the world.

I firmly believe that the Arab world is capable of producing a new global educational model, and I will discuss the solutions in the following pages. This firm belief stems from three essential pillars: First, the support of Arab kings and presidents for the transformation and development processes in all fields of education. Let us take Jordan as an example, although examples abound throughout the Arab states without exception—where King Abdullah II and all Arab kings and presidents have supported the development and modernization of education. The King spoke candidly and with clear direction in the seventh discussion paper titled "Building Our Human Capacities and Developing the Educational Process," emphasizing the core of the nation’s renaissance. He stated, "We cannot ignore the significant challenges facing the education sector, starting with acknowledging them, then making efforts to overcome them and coming up with effective solutions, aiming for a modern educational system that serves as a cornerstone for the prosperous future we seek." Defining the rights of sons and daughters to thriving education, he said, "I strongly believe that every Jordanian deserves the opportunity to learn and innovate."

He achieves success, excels, and reaches the highest ranks through faith, courage, and balance, not seeing any limit to knowledge or an end to giving. Open to all cultures, he takes from them and leaves what he may; wisdom is his pursuit and truth his quest. He constantly aspires to excellence and achievement, always aiming for the heights, guiding all sectors of society towards this goal by saying that none of it will be accomplished unless everyone’s efforts converge; the people, the government, and both private and public institutions must work together to provide a supportive environment and secure the necessary resources for building our human capacities through a sound and effective educational system that bears fruit continually through the efforts of the sons and daughters of this nation, regardless of their different paths and walks of life.

He clarifies his belief in the abilities and energies of our sons and daughters, directing everyone towards this belief and the need to provide the necessary updates within educational and training systems to motivate, discover, hone, and develop these energies. As he stated, educational institutions must believe in the immense energies, great abilities, and diverse talents possessed by the sons and daughters of this people, and strive to discover these energies, develop those abilities, refine those talents, and stimulate them to the fullest extent through the latest educational methods that encourage understanding, thinking, and comprehension instead of rote learning. These methods should combine knowledge and practice, theory and application, analysis and planning, opening wide horizons for students so they can excel in every subject and shine in every art, profession, or craft.

The King added his rejection of hesitation and fear in the journey of developing and updating education, emphasizing that this hesitation and fear is a main reason for wasting the energies of our sons and daughters. He stated that it is no longer acceptable, under any circumstances, to allow hesitation and fear of development and keeping up with scientific advances to waste our immense human resources.

In his address to motivate Jordanians towards change and development in education, His Majesty the King cited Jordan’s illustrious history of accomplishments and pride in this field, noting that Jordan has always taken the lead and served as a model among the countries of the region, and should return to that position once again. He stated, “Jordan, with its people, has always been bold, initiative-taking, and pioneering in modernization and construction in our Arab world. We have sought and initiated it so that its reins are in our hands and we are the ones controlling its direction, not denying our glorious past, or our immortal heritage and Arab-Islamic civilization. Rather, we draw inspiration from it, build upon it, and take pride in it with an open mind and a contented spirit that sees in that past only a rich source.”

The king explicitly stated that changes in education and training must occur, and they are inevitable. Given the rapid changes happening around us, we are compelled to adapt. He mentioned that each era has its tools, methods, concerns, and challenges. Education in our modern era, which is witnessing rapid technological advancement, is not limited to reading and writing. In the age of computers and the Internet, it extends to mastering essential global languages, acquiring communication skills, professional work principles, and the ability to analyze and think critically. This equips individuals to contribute to knowledge production and participation.

Regarding the king’s vision for the future of education and training, he clearly expressed his aspiration for Jordan to take its place among the countries leading in this field. These countries have secured advanced positions through effort and perseverance. Building our human capacities through distinguished education and improving its outcomes is our gateway to the future. Education provides a common ground for understanding others and deepening the values of tolerance, moving away from extremism and fanaticism. Comprehensive reform is closely tied to educational advancement, regardless of the circumstances and challenges.

We also aspire for Jordan to have a successful experience that inspires others, positioning it as a leader in modernizing education in the Arab world and a pioneer in transitioning to a knowledge society. As I mentioned earlier, the challenge of education is not confined to one country. Efforts must be unified, and expertise exchanged to overcome this challenge. Therefore, we must, in the Arab world, invest in the support of officials to immediately start thinking, planning, and executing these visions to develop a new global educational system that originates from the Arab world and extends worldwide.

Additionally, the preparedness and expertise of Arab professionals in developing a new global educational system is noteworthy. There are many Arab experts in this field who are among the best in the world in education systems and in all educational subjects and processes. They possess extensive skills, knowledge, and experience that qualify them to be developers of international educational systems, including the International Baccalaureate at all educational stages, as well as experts in the British and American systems, among other global systems.

These experts are in real-time contact with the latest methods in education and training, and as I mentioned, they are among the developers of these methods worldwide. This is not only in the field of learning but also in areas like upbringing, behavioral sciences, educational institution management, monitoring and evaluation, curriculum development, team leadership, school accreditation, and international awards specialized in this field, among other necessary sciences, arts, and skills in this sector.

These experts can meticulously identify the essential developmental needs with flexibility and are capable of formulating action plans following the highest standards. They are also proficient in teamwork and excel in devising monitoring, evaluation, and correction plans. They possess a profound commitment to providing all that is necessary for schools in the Arab world to achieve genuine development in the field of education and training. In all my meetings with them, I feel immense pride in their belonging to their homelands and their love for its sons and daughters. However, I am equally filled with sorrow when they begin discussing their evaluation of the current educational reality and their fears about its outcomes for all our sons and daughters in the Arab world.

Regrettably, these experts have not been given their chance or their share in developing the educational systems in their countries. These global Arab experts, dozens of whom I know, if given the opportunity to unite under the umbrella of the Ministries of Education, with their primary concern being not just to enable the educational system in those countries but to exceed that by developing a new global education system, they would be able to achieve this and turn Arab schools into a successful global model within a plan not exceeding three years.

But we are in dire need of someone who recognizes the worth of these experts, places them in their deserved positions, and benefits from their experiences, directing them toward developing a new education system to reach its deserved level. This involves psychological readiness based on cooperation and exchange of expertise among the region's countries and respect from the world for numerous Arab experiences in this sector.

There is profound respect for the history of the Arab teacher, and distinctive appreciation for their experts in international education. Whenever you attend a council or a conference featuring educational experts from various countries around the world, the history of education in many Arab countries is always praised for establishing educational systems and Ministries of Education and the impact of Arab expertise on developing educational systems and policies in different countries. The recurring question we always hear is: when will education in the Arab world return to its former state of leadership and genuine influence?

When will the brilliance and outstanding nature of your education systems return to compete positively with global education systems? We feel that everyone is waiting for the Arab educator to shake off the dust and once again take the lead in developing educational systems and programs worldwide. Therefore, we must seize this opportunity, considering the regional and global psychological readiness associated with the history of education in many Arab countries and the lingering confidence in the revival of education in our Arab region. We should aim to once again be at the forefront of educational leadership, avoiding wasted time clinging to our traditional methods of managing educational institutions, and revolving around ourselves without being aware of the developments happening around us. We must not bury our heads in the sand, letting others outpace us in this field, for this is unquestionably our last chance.

There is a critically important question that represents a significant turning point, if not the most crucial one, in the life of schools in the Arab world. The answer to this question constitutes the end goal on the roadmap: either the head remains buried in the sand, missing out on development and self-critique aimed at improvement, thereby resulting in further decline and deterioration, or it is raised to see the light. This would enable a realistic and true assessment of the weaknesses faced, allowing the school to utilize its potential, history, status, and expertise to develop consistent solutions that align with the modernity and changes the world is currently witnessing, along with the new needs essential for our sons and daughters in the coming years. This would lead to the development of a new educational system, a change in approach, strategies, and inputs to adjust the expected outcomes, allowing regional prominence and global competition to be regained. This central question is: should the school provide educational services, or should it offer an educational value that enhances the capabilities of students and educational staff while also elevating the parenting skills of fathers and mothers? Based on my over twenty years of experience in this field, I regretfully conclude that what schools currently offer are the lowest levels of service.

Value; it is not considered, and the proof of this is that the outcomes of the school can be summarized in two points. The first is academic poverty. As for the second outcome; we all know that students' acquisition of knowledge and skills is extremely weak, reaching a very high rate of educational poverty. This percentage indicates a danger that has already started affecting our sons and daughters and will have a more devastating impact in the coming years on the nation.

This poverty is clearly shown in a World Bank report from 2011 that indicated that the percentage of children suffering from learning poverty in a group of Arab countries remained unchanged. It stated that children at the age of ten in Jordan, for example, cannot read and comprehend text suitable for their age. The report also pointed out that this educational poverty leads to a deficiency in the learning of most children in the region and hinders the progress of their countries in terms of developing human capital.

The report observed a significant decline in reading skills among boys in several Arab countries, based on the fourth-grade students' results in the international study for assessing progress in reading. The report advised governments and Ministries of Education in several Arab countries, saying that governments should pay great attention to improving the outcomes of the educational process overall and to the accumulation of human capital over the longer term.

You can imagine how millions of dollars have gone to waste in the last ten years under the pretense of developing education in the Arab world. More critically, how many years of our sons' and daughters' lives have been wasted in an educational methodology that has not borne fruit in terms of developing them and preparing them for true success in the coming years. You can imagine how much the nation has lost due to unstudied educational policies and methodologies that failed to steer education in the right direction and did not appropriately benefit from global capabilities, status, experiences, and experiments.

As for the second outcome, which is psychological infertility, we all know that schools are not merely places for shaping and enabling learning and knowledge. Equally important is the ability of the school to strengthen the application of these through attractive means based on activities and other processes that instill desired values, behaviors, and essential life skills, so they can be more successful.

In the future, within a safe school environment where students feel happiness, wellbeing, and psychological security, I firmly believe you have paused at the phrase "wellbeing and psychological security" and wondered; do my son and daughter truly feel psychological wellbeing within the school environment? Is the school environment safe for my children's feelings? Or does the school develop desirable values and behaviors? Or are they learning behaviors that we did not know before and do not want at all? In fact, the recurring question among parents is: Is my child a bully or being bullied? Does my child overpower others or is overpowered by others?

Do you know something? In the last ten years, I have sat with hundreds and hundreds of parents, and I have found that the majority fear sending their children to school lest they suffer psychological setbacks and behavioral harm, not only due to the dilapidated infrastructure, not only due to the large numbers of students in one class and in the schoolyard, not only due to teaching methods; but also due to the ways their children are treated by the educational staff and their peers. Thus, the school has become, in the eyes of a group of parents, the place where the strong devours the rights of the weak, the place where parents fear their children will learn dangerous behaviors, undesirable habits, and words far removed from our culture. It has become a place that threatens their happiness, hinders their enthusiasm for life, undermines their childlike security, and causes them psychological setbacks that sometimes require medical treatment.

Some mothers have even started to tell their children every morning: "If anyone hits you, hit them back. Don't stay silent about your rights. Defend yourself. Don’t come back home beaten up." Some may argue that we see such violence in schools across different parts of the world, and here I must say that the violence present in schools in various countries is an undesirable phenomenon that must be eradicated. The level of violence in Arab schools is extremely high to the extent that it has become unbearable. In a study by an international organization on the rates of violence children face at school and at home, the study found that the percentage of violence, in its various types and forms, reached ...

This number is extremely alarming and serves as the most important indicator of the psychological sterility that schools lead our children to; the majority of them hate school and eagerly await days off, particularly their love and passion for winter and summer vacations. They dislike Sundays and show displeasure when we wake them up every morning to go to school. These feelings are genuine in our sons and daughters; they do not know how to lie about their emotions. These feelings tell us, "Please, either make the school a safe place where we feel happiness and love, where we are treated with respect by everyone, with understanding and care for our needs, or we do not want to go there. We do not want to go to a place that does not understand our emotions or make us feel safe." The tragedies we observe in the current output of schools, ranging from academic poverty to psychological sterility, are merely the result of transforming the value into an institution by confining the children within the school's walls and the pages of the prescribed curriculum. In reality, the role of the school is to produce valuable outcomes for society through learning rather than mere teaching, through thinking rather than rote memorization, through love and understanding rather than challenge and stubbornness. The school must implement the words of His Majesty King Abdullah II, who insists that educational institutions should believe in the immense potential, great capabilities, and diverse talents of the sons and daughters of this nation. These institutions should strive to discover such potential, develop these capabilities, and polish these talents to their utmost limits through the latest educational methods that encourage understanding and thinking, rather than memorization. Educational methods should integrate science and practice, theory and application, analysis, and planning, and should open wide horizons for the students to excel in every subject and become proficient in every art, profession, or craft.

Unfortunately, in many schools across the Arab world, numerous methods of indoctrination are widespread. Examples of this include when punishment becomes one of the primary tools teachers wave before their students to maintain discipline, thereby stifling their abilities, killing their creativity, heightening their anxiety, and increasing their stress levels. Fear of the teacher and the school becomes the prevailing norm; this is a form of indoctrination. When the school examination system and the subsequent categorization of students into 'smart' or 'dumb' solely based on exam scores without considering their other abilities or their work throughout the month, term, or year, it is indoctrination. When phrases like “On exam day, one is either honored or humiliated” are used, we are indeed talking about indoctrination. When teachers and school systems disregard the developmental needs of students, which are tied to their physical, psychological, social, or mental stages, it is undoubtedly a type of indoctrination.

When teachers, school administrations, and the educational system excel in types of stressful monitoring of students in the classroom, in the playgrounds, in school facilities, and during exams, making them feel perpetually guilty, threatened, and under danger at all times, this too is indoctrination. When the educational system forgets that the foundation of building desirable behavior, unleashing potentials, and developing skills lies in constant reinforcement of even the smallest achievements of students and replaces this with criticism, violence, blame, comparison, and reprimand—methods that kill children’s potentials—this is also a form of indoctrination. When expressions like “this is a lost generation, a failed generation, a generation that does not belong to us, a generation in need of harshness” become common among teachers and school staff, the teacher will undeniably become an indoctrinator, and the student will become indoctrinated.

When the educational system instills the concept that the teacher is the sole possessor of information and knowledge and that the school curriculum, as spread across textbook pages in various subjects, is the ultimate goal of knowledge and that there is no knowledge beyond these textbook pages, taught in the way prescribed by the teacher, this is certainly indoctrination.

When the teacher hates their profession, the student hates their school, and the administration hates its work, it is because we live in the roles of the tamed and the tamer. No one wants to perform their role when the teacher does not know how to, nor masters the ability to consider the students' abilities and individual differences. The teacher then turns into a tamer, and the classroom session transforms into successive stages of blatant taming that wastes energy and opportunities.

When the teacher masters the art of rote teaching and does not care for teaching methods based on innovation, criticism, analysis, and synthesis, this is a form of brainwashing the students' minds. When the student becomes just a number in their class and school, without consideration of their feelings and abilities, this too is brainwashing.

When the education system supports the idea that memorization and recall are the ultimate goals of students' school achievements, neglecting the development of their various artistic and athletic abilities, and their higher intellectual capacities for analysis, synthesis, deduction, and decision-making, it is because it's a factory for brainwashing.

When the curriculum that the teacher must complete from start to finish becomes the focus of the educational process, rather than the student, this too is brainwashing.

When a student is punished for having an opinion that differs from their teacher's, this is brainwashing at its core. When all students are punished for the mistake of one who made a noise or engaged in disruptive behavior, this is another example of brainwashing.

When the teacher asks primary students to listen, put their hands over their mouths, fold their arms, and not move, this is one of the most dangerous types of brainwashing. When the student feels stressed and scared of the teacher’s voice or bullied by classmates, unable to express themselves for fear of others' anger at school, this too is brainwashing.

When a student is punished or humiliated for getting a low mark on an exam, this too is brainwashing.

And when, and when, and when…

I will not hide from you that I felt a lot of pain while writing these examples as I continue to hear them from many students and their parents during my counseling sessions when they come to talk about their anger towards their children's schools.

The perpetuation of a domesticated mindset squanders the potential of our sons and daughters and forfeits the boundless opportunities of our nations. Domestication is one of the most hazardous outcomes of failure in the educational system – in its inputs, processes, and final outcomes. This is due to the intellectual distortion suffered by some decision-makers and educational staff in the Arab world. It is also due to the lack of proper and sufficient training for teachers and educational leaders, and the insufficient presence of monitoring, evaluation, and correction systems in schools.

While discussing the domestication of education in the Arab world, I remembered the first time I heard this term. I was visiting a primary school, specifically the first three grades, with a British expert. Every classroom we entered, we found the students sitting quietly with their fingers on their lips, not uttering a word, all looking at the teacher with admiration and respect. Only those addressed by the teacher spoke.

When we left, the expert spoke to me, saying, "Expert: Dr. Yazan, why do you domesticate your students?"

Yazan: What?

Expert: What I saw was a real example of how you treat your students like poultry. How can a first or second-grade student sit with their finger on their mouth?

Yazan: And what’s wrong with that?

Expert: Closing the mouth prevents the child from thinking. Speaking allows the student to convey their thoughts to the teacher. A student who speaks only when directed by the teacher cannot think freely or unleash their potential unless the teacher permits it.

Yazan: That’s correct.

Expert: At this age, students should learn to think, speak, ask questions, and express everything they want to the teacher. This method neither satisfies the student’s hunger for freedom nor encourages the development of their thinking skills, abilities, and capabilities. Instead, it keeps them domesticated, as the teacher desires.

Yazan: No comment.

The biggest issue is that we have started to experience the effects of this continuous domestication since 2000 until now, with dangerous and painful observations in many areas, including lethargy.

Many of our sons and daughters have failed at early stages of their lives, and undesirable habits such as drug use and addiction to electronic games have spread among them. Many of them have failed to establish and build stable families, resulting in an increase in divorce rates among the younger generation in most Arab countries. Their weakness in enhancing the production and national income of their countries is apparent. Several problems exist in their ways of thinking and decision-making, including their job search efforts and accusations against their countries for not providing them with jobs, as well as their inability to think of alternatives like entrepreneurial projects. There is an increase in stress, cases of anger, crime, and more. However, I believe these are not the outcomes caused by this generation; they are the adverse outcomes of the negative inputs that the education system instilled in them through indoctrination. They are as innocent of these outcomes as the wolf is innocent of Joseph's blood. The proof that they possess latent energies that we have failed to harness is that whenever they are exposed to critical pressure, they move, wake up, act, and create in astonishing ways.

As for humanizing education, it is the kind of education that consistently cares about the humanity of the school environment for both the student and the teacher alike. This environment provides continuous support for situations that increase experiences through active activities, helping everyone to extract their creative energies and capabilities. It offers opportunities to express feelings and emotions, aids in the development of cognitive abilities, and fosters their emotional and physical capacities, as well as their social relationships safely. It helps them to develop their talents and unique abilities, enabling them to recognize themselves in balance, understand their Creator, their surroundings, and the people around them. It strengthens their communication and problem-solving skills, decision-making, creative thinking, teamwork, and time management effectively.

All of this is done through methods that first rely on feelings of safety and dealing with students according to their different abilities, encouraging and uplifting their spirits, fostering collective learning, with the teacher being a facilitator rather than a sole provider of knowledge. The methods emphasize activities, dialogue, discussion, intelligent questions, and learning by executing projects that lead the student to the knowledge we seek. The approach is based on the principle that the core of the learning process is the student himself, not just the curriculum. It also asserts that student assessment should be ongoing without threats, intimidation, or deterrence, but rather continuous and supportive.

It relies on performance in exams and is based on replacing means of violence with safe means of interaction built on understanding and positive guidance. I know that some say to Ministries of Education that it is financially exhausting, but the solutions regarding this will be discussed in the coming pages, God willing. The humanization of education that we seek means making education serve humanity and not be a burden on it and its emotions. It means transforming knowledge into wisdom that helps our children build themselves, their ways of thinking, and genuinely develop their selves. It means planting hope, love, optimism, positivity, and happiness in every moment of our children's presence in their schools. It means enhancing the culture of dialogue and the ethics of differences and diversity in all its forms. It also means being comprehensive for the components of a human being: mind, emotions, and body. It encompasses developing their relationships with themselves, their Creator, others, and objects, and includes strengthening life skills such as communication, problem-solving, decision-making, time management, teamwork, and creative thinking.

The main idea and service of a bank consist in depositing money and then withdrawing it, without the person withdrawing the money being affected by the process, whether the withdrawal is done by a machine or a bank employee. The machine doesn't know why you deposited the money or why you withdrew it, and the employee will forget you as soon as they deal with the next customer. The machine doesn't even know you in the first place and will only recognize you by your PIN code and won't ask why you want to withdraw the money. This is exactly what happens in many of our schools, where a large number of them follow the educational systems adopted by our Ministries. The concept of banking education prevails, where the depositing teacher deposits information coercively into the students' minds without any enjoyment or interaction from the students. They store it in their minds like your bank balance is stored in the bank's computers. Then comes the exam day, when students must regurgitate the information, just as bank employees forget their clients and how much they withdrew and why. This method, which has been practiced for decades and continues today in even worse forms, is considered one of the biggest killers of the school and indeed its most significant adversity.

The factors that led to the death of the school by diverting it from its goal and path, namely the packaging rather than education resulting from banking education, significantly contribute to creating whole generations that do not love learning or desire it, but rather hate the very mention of school. The most dangerous part is that this approach does not align with the energies of our sons and daughters, and consequently, our countries lose the latent creative potential within them due to banking education methods. This also causes these countries to lose countless opportunities for positive competitiveness among the world's nations. Additionally, the school loses its meanings centered on genuine development of all student components and becomes a burden on society. There is an increase in complaints from students and their parents about the methods of "packaged" or banking education enforced upon its attendees. Moreover, teachers feel bored and lose their passion and enthusiasm for genuinely developing their students through interactive methods, which affects the liveliness of the classes and makes students feel bored and uninterested in learning. We often see the impact on teachers through their speech and manner in school, which shows their dissatisfaction with their profession and may appear in their external appearance as well, such as their clothing and manner of speaking and interacting with those around them.

To be candid, the educational systems in our ministries, which depend on the idea of assessing students through monthly, semester, and annual exams and avoid continuous assessment of the students, emphasize the last year or years of school life based on minute differences in student evaluations and the way questions are prepared in school exams. This reinforces the banking education methodology in teachers. When we talk to any teacher in these countries and ask about the effectiveness and usefulness of their teaching methods, they unanimously say they are forced to resort to this kind of rote teaching because they have to prepare their students for the Tawjihi or General Secondary Education Certificate examination, which is based on the idea of fractional differences in student evaluations through our educational policy examinations. We fully realize that the flaw is in the constructive design of the educational system, represented by the policies of the Ministries of Education in these countries.

Furthermore, some policies of the Ministries of Education, which inadvertently enforce banking education tools, are based on the idea that the curriculum represents the dictation of Pharaoh, described in the Qur'an, "I am your supreme lord" and "I know of no god for you other than myself." Therefore, the school curriculum is presented as the absolute gospel of knowledge, which is neither correct nor permissible.

\*\*Translation:\*\*

When it contradicts, you, dear diligent student, take it at the beginning of the school year to begin memorizing it and regurgitating it throughout the year just as sheep regurgitate their food. Then, you will expel it during the exams over the course of the year. Truthfully, I have not seen in the policies of these ministries one that operates on the basis of multiple sources of knowledge as found in many countries around the world. These ministries even lack the strength to propose the idea or even think about it. Consequently, we have lived and continue to live in an era where some Ministries of Education support the deadly and exhausting rote learning approach, which debilitates our children and our nations.

Allow me to pose this question to you: What does a canning factory do? Let’s choose, for example, a factory that cans tomatoes. What it does, clearly and succinctly, is it brings the tomatoes to the factory, places them in designated rooms, then moves them again to other rooms to start mashing them until they reach the desired consistency. Next, they are transferred to a third place to start stuffing them into special cans, and each can has specific conditions controlled by the factory without the tomatoes having any power or strength. They are simply gentle red creatures following orders. If any tomato strays from the line, the worker has two choices: either crush and mash it or force it back onto the assembly line. It is not allowed to move outside the production line, which will end with the canning stage after its shape, consistency, and destiny have been altered.

Do you know something? I believe that while you were reading the previous lines, you began to imagine the students inside a canning factory called the school. Some of you thought to yourselves, indeed, our children are inside a canning factory for more than twelve years, emerging from the school gates canned in what the teacher wants and following the approach set by the Ministry of Education, having reached the desired consistency.

But I have a question for you: is this the form or shape in which our sons and daughters should emerge—memorizing and regurgitating information in exam halls without often feeling psychological security or social acceptance, unable to develop their talents, hobbies, and abilities, and even their humanity? Is this form truly correct? Are our children emerging as we want them to, and as our nations want them to—successful, creative, thoughtful, adventurous, humane thinkers capable of planning, decision-making, and walking the path of success in life? Some may go far and say these are lost years for our sons and daughters, and some may go even further to say that school kills our children after it has killed itself. School is a necessary part of human life, but we do not want it to become a place where their energies, abilities, and uniqueness are wasted. Thus, we must accept that the traditional form of school has died and is no longer suitable with its inputs, processes, and outputs for the capabilities of this generation in all its aspects. We must accept that education in many schools has removed the letter 'm' from the Arabic word for education (تعليم) and replaced it with a 'b', effectively turning education (تعليم) into pain (تعليب), and only then can we stand together as experts in education, alongside all segments of society, to acknowledge the truth: that the school in its current form, in this century, has deviated from its path and its harm has become greater than its benefit.

I return once more to say that I am not discussing the idea of closing schools and ending their existence, nor that our children should live without schools; no, that is not what I mean at all. Rather, what I mean, in short, is that the current form of school, acting as a factory of canned responses, is not suitable for our children or our nations, and the educational and pedagogical approaches must be changed to align with the capabilities of this generation and enable them not just to recall knowledge, but to create success themselves. There are some ideas I will present to you for this change in the following pages, so please do not rush me, for God's sake.

Let me pose a question to everyone: to teachers, school administrators, parents, Ministers of Education, and to all—are we in need of keeping our children in school for twelve years only for them to graduate in the end mastering one single dimension in life, namely memorization and rote learning, or worse, not even mastering that properly? Or do we want them to make use of every moment in those twelve years to develop all their dimensions? In analysis, synthesis, inference, decision-making, time management, teamwork, and authentic communication with those around them; in love, giving, understanding, and managing emotions; in genuine development of their talents, desires, and distinguishing traits; in seeking knowledge, creating it, refining it, critiquing it, and innovating it; in building a safe relationship with themselves, their Creator, and those around them as well as the things God created around them; in utilizing the best methods to benefit from the knowledge around them and turning it into wisdom; in play, fun, and joy and protecting them from anything that could negatively affect them, whether psychologically or physically; in developing their knowledge and skills in entrepreneurship and volunteer work; in solving problems they encounter with wisdom and intelligence, far from anger and violence; in developing their humaneness and coexistence with those around them with respect despite differences; in enhancing their ability to be balanced and adventurous in a foresighted way, not recklessly; in being ethical, creative, and able to self-regulate their behavior without it being imposed upon them; in contemplating what is right and wrong and having the ability to apply what is good and right while avoiding what is wrong and harmful?

There are hundreds of dimensions that schools must develop in our children, not just one. Unfortunately, if we evaluate our schools, they either produce only this single dimension—memorization and rote learning—or they produce nothing at all. Even more critically, they might even destroy the distinctive dimensions parents build in their children. This is exactly what we hear from parents lately, where complaints are frequent: "I have instilled in my son and daughter the ability to do such and such, but after attending school for a short period, they lost many of the habits we nurtured in them and developed their abilities in." Did you know that our children's creative thinking ability before starting primary education is greater than their ability after three years of attending our schools? This capacity noticeably declines in this specific dimension after children enroll in school.

What does this indicate? Does it indicate that the school is now fulfilling its duty to nurture the dimension of creative thinking in our children? Or has it perished due to the teaching and packaging methods it practices on our children? I know that some educators might disagree with me on a number of ideas presented in this book, but I am aware that many of them will specifically disagree with this particular idea. On the other hand, I am certain that the Ministries of Education in many countries will disagree with most or all that is mentioned in the pages of this book. In truth, that is acceptable; all opinions are respected and valued. What is most important is that we all arrive, through complete cooperation, at a path that honestly allows us to guide this generation and future generations to the comprehensive meaning of success in life.

To be brief, the term "schooling" for some means all the processes, methods, and tools employed within the school and classroom to achieve the desired learning. However, I believe that this term and its application in this manner have been the reason for the death of the school in this century. This is because it also means that the approaches, policies, inputs, processes, and outputs established by the Ministries of Education without thorough study, and treated as though they were a divine book that cannot be deviated from, without genuine involvement of all educational stakeholders—primarily students, parents, educational experts, and positive influencers in society—are merely superficial schooling.

Our situation is one of fortification and compulsory positioning, obligating us to accept everything that comes out of it. However, it is not necessarily the case that what emerges from it always brings the success we seek for our sons and daughters. You may observe all the statistics that talk about the weakness of the final outputs after years of study. We see this in our children, both sons and daughters, whether in terms of deficits in their basic developmental needs, in their relational systems, or in their severe lack of possession and application of life skills. Do you not see with me how the teacher entrenches and positions themselves against the parents when they do not listen to them? Do you not agree with me on the scenes of entrenchment and positioning when we approach the Ministry of Education and cannot file a complaint about teaching methods or the curriculum?

Isn’t the school practicing education in a flawed manner when the antiquated education system remains the same even after decades since its design? Yes, it might have been suitable for decades past, but it is no longer so in light of human knowledge and technological advancement. It is no longer fitting for this intelligent and capable generation. In fact, this system has become both clinically and genuinely dead as we see its negative effects on the outcomes in our sons and daughters.

The most dangerous causes of rigid schooling come from the top of the educational pyramid from two directions. First, the head of the educational pyramid might come from outside the education sector; such a person does not know how to manage the intricacies of the educational process, and even if they do know, they may not know how to apply that knowledge or may lack the strength to conduct evaluations and corrections, as they come from a completely different field. Lacking sufficient experience, knowledge, and skill, their work turns into mere formalities and pure administrative operations. Unfortunately, the field sees them as an intrusive entity, making them easily led by others in the desired direction, reverting this official back to the conventional school model they were used to.

Second, if the person is from within the educational and pedagogical field, they might be outdated in their experiences, far from modernity and innovation. They might be opinionated on how to manage strategies and plans, and their authority becomes unquestionable, presenting a model of injustice.

This rigid adherence to outdated methods does not lead to reform but rather to deterioration, keeping us entrenched in a system that fails to meet the needs of our times and our children's futures.

Schooling according to one's opinion and in issuing judgments that reflect on those around and below them leads to endless schooling in the methods of teaching and learning. We need to end schooling in schools by terminating the control of these leaders over the school and replacing them with educators capable of thinking about the mechanism of creating a global learning system, not just benefiting from recent advancements. They should consider the field as feedback to them, listen attentively, and make bold decisions wisely and in consultation. They should not only communicate with educational cadres at all levels but also utilize modern communication means with students, children, and parents. They should go out to the people, talk to them, listen to them, and translate their needs into strategic plans and practical field applications. They should be able to make Ministries of Education a source of national income without burdening the citizen's pocket. There are ways to achieve this, which will be mentioned shortly.

I begin this truth by extending a big thank you and deep gratitude to all the teachers for devoting years of their lives to our sons and daughters inside classrooms and within school facilities, making every effort with them. My words here are not generalized to all teachers; some are dedicated, and some fall short. However, the critical question remains: what is the percentage of each? The truth is, over the past twenty-seven years, I have had the honor of meeting thousands of teachers in various countries in the Arab world and Europe through different encounters. I have seen the good and the not-so-good in the world of education. I am not exaggerating when I say that goodness in teachers always exists; they have taken up the most challenging task on earth. Conversely, if there is a deficient teacher, it is for two reasons: first, the nature of the teacher, whose thinking is based on what I call justificatory thinking, where a deficient teacher seeks an excuse for their weakness and problems; second, it is the nature of the educational system and methodologies adopted in many countries that perpetuate the weakness in the teacher who seeks an external blame.

To be weak and have a scapegoat to blame for one's weakness on the inadequacies of the educational and upbringing system itself, lacking the proper and sufficient foundation to enhance one's abilities and the application of the right tools in education and upbringing appropriate for this century and the abilities of this generation—or, to lovingly and amicably guide one out of this profession if they do not work harder than what is required of them. Allow me to pose a set of questions to teachers: How many of us, as educational staff, experience moments of joy and love while being at school? How many of us do not like this profession, find it burdensome, and wish we had not become teachers? How many of us try to stay in this profession, and how many attempt to escape from it? How many of us feel proud to be teachers, and how many of us think, "I wish I hadn’t been"? Who among us wakes up in the morning full of energy to go to school, and who seeks an excuse to be absent? How many of us attend training courses and apply what they learn? How many of us feel these courses are a waste of time? How many of us give their heart without regard to the size of the financial income? And how many say, "I give according to my financial income"? How many of us treat their students with love, and how many treat them with violence and labeling? How many of us genuinely feel the love of their students for them, and how many of us know exactly when was the last time they were able to focus on student learning? How many educational projects have your students undertaken in the past academic year? Can you conduct your lesson according to the individual differences of your students? How many verbal encouragements do you give to students in each class? Do you consider yourself a teaching mentor or just a teacher? What is the last thing you read on developmental psychology? And what is the last thing you read and learned about teaching methods suitable for this century and the abilities of this generation?

What habits, morals, and values have you instilled in your students in life skills that you saw as essential and worked on planting through role modeling, dialogue, and projects? What is the level of behavioral improvement in your students influenced by you? How often have you met with your colleagues to discuss the best learning and teaching tools for your students and exchanged useful knowledge and experiences? Do you like your colleagues at work? And do you like the school administration? How many free training courses, especially those attended remotely, have you participated in to develop your capabilities as a teacher and educator? And the more 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 are you merely repeating the experience of your first three years without renewal? Are you capable of contributing to the true development in the field of education since you possess many years of experience?

When you sit with yourself from time to time, do you say, "I wish I had not been a teacher; I wish I had not wasted these years of my life in this profession"? Or do you feel pride and satisfaction with the years you have spent in teaching and education? Do you sit with pride at social events and feel that people give you your prestigious social status? Or do you feel lesser than them? Do you encourage others to pursue a career in teaching and education? Or do you warn those around you from starting a journey in teaching and education? Are you a positive influence for the new teachers around you? Or do you in your sessions with them act as a discouraging element driving them away from this profession?

When was the last time you conducted a training course on the basics of learning and education for your colleagues? When was the last time you positively guided parents on ways to deal with their children?

I believe a fair number of teachers might answer these questions honestly in an unexpected way; rather, in a shocking way.

These questions reveal truths about the teacher that he does not divulge to just anyone and may not disclose to 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. More dangerously, as parents of students in schools, we know these answers. Unfortunately, what emerges from these answers is the reality that the main tool in the school and for the school is dead. It appears that teachers are suffering from the death of the school, and this suffering greatly affects the school's outputs. These outputs, in turn, destroy the capabilities of our sons and daughters and the construction of our nations.

My questions concerning teachers are now directed at the parents of the students who attend school daily for up to twelve years. Are you satisfied with the ways teachers handle the behavior and mistakes of your sons and daughters? What is your satisfaction level with the academic achievements produced?

When you visit your children's school, do teachers always treat you with respect? Do you believe the teachers are capable and qualified enough to handle the children as educators before being teachers? Do you think the teachers are adequately qualified in using engaging methods with them? Have your children learned values from them? Have your sons and daughters been able to apply life skills by emulating their teachers?

What is the main reason behind the children's dislike for their schools? How many times have they come home from school complaining about poor treatment by the teachers? How many times have teachers described your son or daughter with inappropriate terms such as "weak" or other descriptors that are considered forbidden in the world of education? And how many, many, many more?

These questions aim to highlight not only the satisfaction of parents with the educational system but also the overall impact of the school's environment and teacher-student interactions on the development and well-being of the students.

The implementation of various development projects in human infrastructure by the Ministries of Education to keep pace with progress and modernization is considered one of its most important tasks. The Ministries allocate significant amounts in their budgets and spend substantial financial figures from their funds on these projects. However, the question remains: what impact do these projects have on enhancing and developing education in real school settings? The answer lies in the inverse relationship we observe between the number of these projects and the quality of education in schools. The more numerous the projects, the less and more deteriorated the level of education becomes.

The more critical question is, why does this inverse relationship exist? Let me summarize the answer in the following points.

First, during the implementation of these projects, the focus is not on the quality of the final outputs as much as on the quantity. The questions around the projects typically revolve around numbers: how many teachers or principals have you trained? How many schools did you implement this project in? How many students or parents attended the training workshops? How many employees do you have on the project? How many, and how many, and how many??

A group of experts who had executed more than twenty projects between the years 11 and 11 told me that a qualitative measurement of the real impact of any of these projects was only conducted once, with the rest being quantitative measurements without considering the true impact of these projects on the quality of outputs for the students, parents, and teachers.

I recall a session with an official and experienced educational expert who has many years of experience in an international organization. She told me that one of the projects carried out with one of the Ministries of Education had its impact measured by that international organization at her personal request. I was shocked when she asked me...

Yazan, do you know the extent of the impact this project has had on the school field? I said to her, maybe it has reached fifty percent. She responded, its impact was zero. The major problem was that the duration of the project was three consecutive years, and its budget was several millions of dollars. It was specifically focused on developing the efficiency of teachers in basic grades, which makes it one of the most important types of projects. The even bigger problem was that the company executing the project took their money to the last penny without being reviewed by the ministry, as the important thing was that the quantitative execution of the project was completed with no regard to the qualitative execution and the intended impact of it. The company executing the project got their money without any critical assessment, and the tangible effect on the reality of education. We experience every day, through the problems we face with our sons and daughters in their schools, the impact of this quantitative measurement and poor choice of development topics. There’s a clear weakness in the work plans and strategies, as well as in the scientific content and training materials, and how well they match the real needs for development. There's also a clear weakness in the trainers’ ability to equip the trainees with the necessary skills and a superficial presence of monitoring and evaluation plans, and necessary corrective actions. Furthermore, building safe relations with the officials in charge of training in official bodies and the "hit and run" policy in training and development. All these challenges significantly weaken the quality of outputs, which are not even measured with a correct methodology, and the project's impact on the actual school field. Therefore, do not be surprised, my dear reader, when I say that there is an inverse relationship between the number of development projects and the quality of work in schools. The third axis is the weakness of the culture of the impact and importance of training among teachers regarding training or participating in development programs. And if you ask them why, they say we attended many of them but benefited little; we have enough work already. What difference would it make if I attend or not?

These programs are a waste of time and effort. I have another job after work that I rely on to provide for my children, so I cannot commit to this without any additional incentives or financial rewards from participating in this program. I don't want to exhaust myself. The training program is ineffective, and I do not wish to attend it. How can you bring us a trainer who doesn't have enough experience to even call himself an expert? I have years of experience in the field of education greater than his age; I won’t continue attending this training. We have attended many developmental programs, but they haven't had any impact on the reality of education. The training is boring and ineffective; half of the attendees were asleep. The needs we have are one thing, and the materials of the meeting are another. This prevalent culture among teachers largely reflects the field's opinion on the quality and nature of the training programs and, on the other hand, hampers achieving the intended 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 their qualitative impact on the reality and field of education.

Before you start reading the following lines in this essay, I must clarify that a school is an indispensable institution and an essential component of modern societies. My intention with this book is not to advocate for the closure of schools; rather, the goal is to retain the concept of the school with a fundamental and gradual transformation, supported by clear and continuously measured action plans. This is aimed at revitalizing schools so that they can graduate sons and daughters equipped with all the tools for success in this century, tailored to their unique abilities, and instilling in them the necessary skills—not just knowledge—through attractive methods.

Allow me to pose a series of questions to parents: Why do you send your children to school? Does the school meet your desires and expectations? Do you find that your children's schools provide a comprehensive and genuine development for them? To what extent do you suffer from the schools they attend? Or are you confident in 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 with complaints about the problems they encounter, whether with their peers, teachers, or other school staff? Or is it otherwise? What hobbies and talents has the school developed in your sons and daughters over the years? Do you consider that the teacher excels in the art of positive psychological interaction with your sons and daughters? Has the school been able to develop their basic skills, such as their ability to communicate, collaborate, solve problems, manage time, think creatively, and make decisions?

What about your satisfaction with the behaviors that your children learn at school, whether from teachers or their peers? Has the school succeeded in providing our sons and daughters with what they need to succeed in life? Many parents consider school to be a necessary daily routine without giving much thought to its actual expected outcomes or measuring its positive or negative impact on them; this is because schools have conditioned them to think that the result to be seen and judged by...

The intelligence or foolishness of your son or daughter, their success or failure, and their full potential are reduced to a mere piece of paper—a monthly, quarterly, or yearly report card sent to the guardian, measuring how well they can recall and memorize information that was spoon-fed to them out of fear. Your son and daughter then regurgitate these memorized facts in an ineffective examination system, which does not consider any latent energies they might have, nor does it have the ability to discover their talents, let alone help them develop those talents. This process disregards the wasted time on academic subjects filled with unnecessary fluff, ignores the significant developments in various life aspects, and, unfortunately, cannot bridge the gap between job markets—those that welcome entrepreneurs—with its obsession with perpetuating the concept of the employee.

My friend, do you know that when your children study, they are sacrificing the best years of their lives to the school altar, feeling boredom, hatred, and resentment for twelve years, studying for approximately twelve thousand hours over two thousand three hundred school days? In the end, they graduate and go to university for four or five years, only to end up as beggars, imploring relatives and acquaintances for a job that pays no more than five hundred dollars at best, and even then, it's after years of search and hardship.

My friend, are you looking for a certificate that neither nourishes nor satisfies your child's hunger? Or are you seeking a school where your son and daughter can spend their years, being fully prepared for life with skill, happiness, and capability? My friend, did you know that all industries have evolved, changed, and adapted except for the school system?

Let us take, for example, the development of the automobile industry. When you flip through pictures of cars from a hundred years ago, you will see the extent of differences and advancements from the past to the present. This is because car factories have evolved, updated, and reshaped to fit modernization and development. However, when you look at the structure of the school system from the eighteenth century until now, you will find that it remains the same—the same system your father studied in, the one you studied in, and the one your son is now studying in.

Do you find it logical that the school structure remains unchanged in an era where human knowledge doubles so rapidly that it surpasses all school curricula worldwide within a single day? For me, it is imperative that the school system evolves as well.

As part of well-studied plans, smart and clear work mechanisms, and evaluative methods for this process, we aim to elevate the school's structure to the level we aspire to as parents, nations, students, and educational experts. In this section of the book, I will present six main solutions to rejuvenate the school and bring it back from a state of clinical death to life. I encourage everyone to read them carefully and share your opinions, whether in agreement, opposition, or with modifications. My email is provided for us to communicate about them.

I understand that the task encompassed in this idea, which I have chosen to discuss first due to its importance, is not easy. It represents a real revolution in the field of education in all the schools around the world. However, it is the solid foundation for reviving schools in the modern era. We have had enough of graduating students akin to the people of the cave, who are shocked by the enormous difference between what they learned within the school walls over twelve years and the realities, requirements, and real skills of life.

Let us start with this idea and force the school to make a genuine and radical change in what it offers to our sons and daughters, in terms of inputs, outputs, policies, strategies, and tools. Let us seriously consider the reality of the forthcoming life and reflect it onto the education systems with its policies, regulations, ideas, methods, and strategies.

Stop burying your head in the sand like an ostrich, avoiding the impending danger and convincing ourselves that we are safe from it.

The school, due to ostrich strategies and retreating into methods, approaches, and curricula that neither nourish nor fulfill the hunger of sons and daughters for genuine preparation for life, and optimal investment of the long years they spend at school, is ultimately futile in equipping them to face life in ways that enable their success. Naturally, as you read these ideas, you might feel that what is required is a complete transformation that overturns the foundational principles and positioning that the school has adhered to for years. But do not worry; do not be afraid, for the renewal process always seems risky and difficult at first, but once we embark on it, we will feel the wonderful outcomes it brings for our sons, daughters, and Arab nations.

Yes, there are significant tasks and detailed issues that need to be addressed, but it is not wrong to start the journey of reviving the role of the school anew and awakening it from a decades-long slumber that has been draining our children’s abilities, talents, and potential. I know some of you will support the idea, some will oppose it, and many will want to amend it, which is precisely what is needed. My words are not infallible scripture; my words are human and fallible, but within them is also the valuable content that may illuminate the path.

Let us now begin to dissect these ideas by implementing a new system in the world of education—a system of growth in relationships and skills. Most people agree that success in the era we live in now, which began at the start of the new century, is not only linked to the amount of knowledge and information, but is closely tied to three essential pillars:

1. The first pillar is the three developmental domains, meaning the ability to balance one’s developmental needs across all mental levels, from analysis, synthesis, and inference, not just memorization and recall.

2. The second pillar is the fourfold relationship system, which involves interest in one’s relationship with the Creator, one’s relationship with others, and one’s relationship with the objects around them.

3. The third pillar is the six life skills that humans need to thrive in.

Capable of effectively applying life skills, which revolve around six essential and fundamental life skills: communication, problem-solving, decision-making, time management, teamwork, and creative thinking. An evaluation of the state of education in the Arab world, whether in schools or homes, reveals that the significant focus of adults—teachers, administrators, decision-makers, and parents—has often been on the children's ability to acquire information and knowledge alone, and at the most basic level, which is memorization and recall.

For instance, the level of interest that schools, Ministries of Education, and parents show in developing and enhancing children's abilities to apply life skills is almost nonexistent or at best, negligible. If you visit a school and ask the teachers about the life skills they apply with your children, you will find vague and inconsistent answers. If you then ask how they develop essential life skills in your son or daughter, the response will shift to school routines and rote learning because the teacher lacks an understanding of what you're asking. This is unsurprising, given that the Ministry of Education in their country has shown little to no attention to this matter.

One can imagine the significant losses and missed opportunities for your son or daughter in the job market and in entrepreneurship due to spending more than twelve years in school and then additional years at university without any training in effectively applying life skills. Let's imagine the enormous losses and missed opportunities for our countries due to the shortcomings of the Ministries of Education in empowering our children with these skills, due to their absence or neglect. The primary focus of the Ministers of Education revolves around information and knowledge, with hardly any consideration given to life skills.

We can also imagine the high costs of reformation linked as much to knowledge and information as to other human components, like their balance of developmental needs and their relationship systems. These losses persist despite our ability to have overcome them while they were still in school and university.

I recall that Dr. Omar Al-Razzaz, who was a Minister of Education in Jordan and a former Prime Minister, proposed that 1% of students' time in schools be dedicated to developing life skills through school activities, rather than teaching them as a separate subject. Unfortunately, nothing came of this idea, and it was swept away. On the other hand, we find that major issues related to social relationships in Arab societies are closely linked to the failure of schools to build students' ability to balance their three basic developmental needs: physical, emotional, and mental. Additionally, schools fall short in building their capacity to correctly deal with their fourfold relationships: with themselves, with their Creator, with others, and with things. This failure poses societal threats such as the spread of drugs among the youth, extremist ideologies, atheism, high divorce rates, community and family violence, brain drain, moral decline, and other social problems that burden the state with various financial and corrective awareness costs. It also burdens families with psychological, material, and ethical issues.

The proper course of action is to preemptively shield ourselves and our communities from such challenges by enabling schools to fulfill their true role through the following key steps:

1. Conduct a specialized national scientific study to reveal the challenges faced by society due to the schools' neglect of the development system of relationships, skills gaps, and discrepancies between the needs of local, regional, and global markets compared to the realities students experience in schools. The study should result in practical and applicable recommendations that address these challenges, find solutions, and establish mechanisms for bridging these gaps.

2. Introduce new educational methods focused on implementing specialized training programs, rather than traditional teaching, to develop students’ abilities and empower them to apply principles of balance in their three developmental needs and their fourfold relationships, as well as in the six essential life skills.

3. Significantly shift towards project-based learning that emulates this system. Each group of students, across various age stages, should choose an appropriate project to present periodically. This aims to strengthen the principles, tools, methods, and skills for applying these concepts within them.

In engaging ways, ensuring that the teacher is well-prepared and trained to enhance students' achievements regarding these projects; aware of this and capable of presenting a model in its aspects to the students at every moment they spend with him. This point leads us to discuss the fourth aspect:

Fourth, provide real and comprehensive training for teachers within this new system, focusing on the most important skills for each stage in a manner suitable for the age groups. This facilitates learning and education processes and links this preparation to a special teacher ranking system that gives a sense of achievement and progress upon successfully passing the training and applying the new skills effectively with the age group specialized for it, within a clear and fair monitoring and evaluation system without biases.

Fifth, a significant modification to the curricula to align with this new idea, ensuring that all curriculum elements are based on developing knowledge and skills in these areas. This should be built in a manner that integrates subjects and curricula with each other, whereby the language teacher, sports teacher, science teacher, mathematics teacher, and other subject teachers speak a unified language in each classroom session appropriate to their subject. Consequently, the foundations of this new idea blend into every class session students spend at school; this develops their knowledge and skills concerning its thirteen points.

Sixth, establishing a single, unified educational system in the school, which we will discuss in detail later, serving as its educational identity, to be implemented both at home and at school in all aspects.

Seventh, communication through direct meetings and modern means with parents to enable them with the principles of this new system.

Eighth, modification of the evaluation system, shifting it from a memory-measuring system to a new evaluation system that provides new assessment fields based on evaluating skills and hobbies.

It is universally recognized that mastering technical learning and skillfully crafting its industry has become an integral part of life, not only in its use but also in its production. This has reached the point where it constitutes a significant source of national income for many countries around the world. It is also considered a fundamental alternative by many governments to address the issue of job unemployment. Instead of focusing on securing non-existent jobs for young men and women, regardless of their educational level or university major, there has been a shift towards teaching skills such as programming languages, artificial intelligence, cybersecurity, big data, and much more. Exporting these local expertise to all countries worldwide, especially given the growing demand for all types of software industry everywhere, now constitutes a significant national revenue stream. This industry is continuously growing in the coming years, and the beautiful aspect of it is that this expertise can be utilized from one's own country and within their home, eliminating the need to travel abroad. This increases the countries' income from hard currency, keeping this money within the state's borders, and thereby making the benefit for the state much higher. More importantly, individuals will greatly benefit from this income.

Moreover, it is considered a vital activity for the state to solve the job unemployment problem, which troubles our Arab societies. Many young men and women have their own projects, such as mobile applications. I can hardly sit with a young person without hearing them talk about their dream of creating a unique application that would serve people and generate financial profit. This generation fully understands the importance of these technologies and realizes that life has indeed begun a new era characterized by a strong connection in all fields of life with such industries. Therefore, their passion for such ideas has become much greater than seeing themselves as lawyers, doctors, teachers, engineers, or other professions. Nowadays, anyone unable to master at least one programming language is considered as illiterate as someone who could not read or write decades ago. We find that many young men and women are calling on Ministries of Education to prepare the school environment that will enable them to acquire real skills and distinctive knowledge. This is not only to enhance their lives and the lives of others through the use of technology but also to contribute to the world by advancing this industry and taking it to higher and higher levels.

I am firmly convinced that our young men and women in the Arab world possess a high degree of intelligence to master and excel over others in the realms of innovation. Moreover, this generation is aware of the necessity to take advantage of these modern industries and pioneering projects to distance themselves from the pervasive specter of unemployment in our countries. Many of them view the idea of seeking employment after graduation and waiting for years and years as a form of folly, if not outright madness. This kind of thinking has become obsolete, outdated, and irrelevant. However, the greatest challenge facing the awareness and capabilities of our young people is that the Ministries of Education need to adopt qualitative methods, practical alternatives, strategic plans, and genuine visions for the future. This would enable the upcoming generation to realize their dreams and assist governments in alleviating one of their biggest burdens – finding employment for the populace.

Before I continue my discussion on this topic, allow me to take a few minutes of your time to consider the following idea concerning its correctness. All ministries are important in any government, but the Ministry of Education is the most crucial of all, as it shapes the future visions of the state. If governments miss this opportunity within the Ministry of Education, they may deprive themselves of significant future benefits and must brace for substantial challenges that could hinder progress and increase their burdens.

Now, allow me to present some practical ideas that might find a receptive ear in the Ministries of Education to realize this dream. These ideas, of course, are open to discussion, acceptance, and rejection. The important thing is that someone starts the conversation to save us from the wrath of the future. First, lighten or eliminate redundant and unnecessary study materials that offer no substantive benefit. Replace some of them with self-directed reading; if a student is interested, they can read it, and if not, they can leave it. This approach would then create a substantial time frame to replace these materials and the long, unproductive hours with technical subjects that significantly enhance the readiness of our young men and women for the future that awaits them.

Here, it is imperative that curriculum experts, policy-makers, strategic planners, labor market experts, and technology specialists sit together at one table with the aim of formulating a developmental plan for curricula. Such a plan should include real and practical methodologies to reduce redundant content in syllabuses and increase practical applications in modern technologies, presenting them to the students.

Throughout their academic years, students should be engaged through practical training rather than traditional teaching methods. It is imperative that foresight into the future becomes one of the key factors in developing modern curricula. It is not enough to simply keep up with what humanity has achieved and follow in its wake; we must focus on harnessing the intellectual abilities and unique mental processes of our Arab youth to drive them toward development, creativity, and innovation in the production of modern technologies.

I believe that the awareness of students, as previously mentioned, combined with the awareness of parents regarding the importance of their children's education in modern technologies, will serve as a significant motivator for decision-makers in our countries to take such steps. I often converse with parents and hear their aspirations for students to be trained in schools over twelve years in these technologies. Their discussions revolve around the idea that their children’s future success hinges on this goal and that the curricula adopted by the Ministries of Education, which many consider to be lacking in this regard, should genuinely address and practically achieve such dreams.

Here, I must warn that if education in the Arab world continues to follow the same policies as decades past, it will result in graduates over the next five years who are akin to the men of the cave who remained in their cave for many years and, upon returning to life, found that conditions had changed drastically, and even their money was no longer in use. Similarly, our children will discover that the years they spent within the school walls have not prepared them for life, and the knowledge they memorized does not enable them to achieve practical success in their career paths after graduation. Many will fall into the trap of joblessness and may contemplate both legal and illegal migration to different countries, naively thinking that life will begin anew there, but they will only encounter failure after failure. All of this stems from squandering their school years on ineffectual curricula and memorization that failed to develop their capabilities and readiness for a future that is different from what is described in textbooks.

Moreover, curricula aimed at mastering technology skills should be open and reliant on various global sources, especially in the later years of schooling, rather than being confined to a textbook. This is because daily advancements in these technologies are immense. There are indeed open global curricula available on online platforms, but they are not sufficient. Therefore, it is crucial to develop Arabic training platforms for modern technologies.

Through experts in human development by age stages and also through Arab experts present in all countries of the world, who master these technical arts, and experts in measurement, assessment, and evaluation, children (boys and girls) can practice the skills presented and complete the projects and tasks assigned to each level. This is not only according to their age stage, but also according to their technical capabilities. We will find that many of them, if given the opportunity to train systematically in these techniques, will noticeably surpass their peers.

Thirdly, the concept of learning through individual and group projects must be reinforced during student training in learning techniques. The projects should be related to what they are being trained in, and students should present these projects as a continuous assessment tool during the training. Here, we must avoid the old traditional evaluation curricula, especially the idea of using paper and pencil to dump memorized information. The first method of evaluation, which is through projects, turns learning into real skill, making the technical training enjoyable and a positive challenge whether it's individual or group activity, bringing out the best energies, capabilities, and unconventional ideas in the presented project.

Considering the importance of having judged competitions at the national level and Arab world level for different age stages, where projects are presented before specialized scientific committees and experts in entrepreneurship and pioneering projects. This aims to increase the motivation of boys and girls at all age stages, extract the best presented projects and turn them into national and Arab projects that compete globally. We should also not overlook participation in global and regional competitions in programming languages and related arts and skills. Ministries of Education must pay great attention to having all schools at all levels participate in such competitions through genuine rather than superficial preparation, for all students, not just a very limited number of them.

Fourthly, the journey of learning modern technologies for students must begin from a very young age and extend throughout their various life stages, just like learning reading, writing, and arithmetic starts from their early years, with a focus on achieving practical goals rather than mere memorization. It should be enjoyable and engaging at all years, such as using gamification techniques in the early years and project challenges in the advanced years.

And it is necessary to prepare trainers, not teachers, for such a task, as there is currently a significant difference between the traditional teacher who is used to stuffing information into students' brains and the facilitator and trainer capable of providing the necessary facilitation for students to reach the desired knowledge and master the skills aimed at by the training according to their level. I reiterate that the traditional teacher is not suitable for such a task at all because the traditional teacher talks more than listens to students, while the facilitator and trainer listens to the students more than they talk. The teacher controls and dominates, whereas the trainer facilitates and interacts. The teacher is concerned with the knowledge on the book's pages; the trainer is focused on mastering the skill for development.

Fifth, expanding partnerships between the Ministries of Education and the private sector in the country, the Arab world, the region, and globally is crucial to achieving a set of objectives, the most important of which are:

1. Preparing curricula, not just practical skill-oriented books, for every age stage that aim to train students in the arts of modern technologies in all its fields, ensuring that it is not only in keeping with global technological sciences but also inspires students to innovate within this industry. These should be presented in attractive and innovative ways, far from the concept of the school with boundaries, to reach the global Arab space school, where students receive Arab and international certifications in the field of technologies with the leading companies in the Arab world and globally.

2. Forming partnerships with the best trainers in the technical field to train specialized trainers in developing students' competencies and skills in the technical domain, and preparing these national trainers to work in this field with full efficiency and capability.

3. Providing global Arab sites that aim to open global markets for exporting these talents upon completing advanced stages of training and successful projects. This aims to launch them to compete with the best in the world among the creators of these technologies.

4. Paving the way for leading technical projects and connecting them to the global stage they desire and deserve by facilitating their linkage with major companies, each according to their project, and bringing in the required investment for innovative pioneering projects. This also involves allocating a portion of the annual state budget for investment with these young innovators and providing all kinds of support—technical, financial, and relational.

Sixth, training in modern technological skills must be paired with training in entrepreneurship through innovative curricula that enable students to master this art. Consequently, their thinking shifts from seeking a job after graduation to starting an entrepreneurial venture based on the utilization of modern technologies. Truth be told, there are initiatives in some Arab countries in this field, but they do not rise to the level of desired aspirations. The evidence lies in the outcomes years and years after training the youth in entrepreneurship, which are nearly null: neither has the issue of job-related unemployment been resolved, nor have students managed to develop a single entrepreneurial project after all these years. I have looked at some of these projects and my objection to them is that they are nothing more than school textbooks, not genuine training programs. Although some might label them as training programs, unfortunately, the facts tell a different story.

I firmly believe that what I am about to discuss in the lines of this idea is inevitably coming within a few years. Perhaps we will witness it in no more than five years: the current form of schooling will undoubtedly come to an end. No longer will students wake up at a specific time in the morning and head to school in groups or alone, disrupting traffic without solutions for the infrastructure issues that cannot accommodate the increasing number of buses and cars taking children to school. Some children go with sullen faces, and some with smiling ones, which soon turn sullen with age. Not to mention the number of students walking on the streets to reach their schools and the inherent dangers; the suffering they endure in summer and winter, walking as if they are being dragged to a torment. I am not generalizing, but I speak of a significant number. Whether they arrive early or late, be it school staff, parents, or the children, they reach the beautiful school with grim, gloomy faces as if they are dragged every day to something they do not wish for.

The congestion of cars and buses of various sizes on the school street creates an annoyance, an annoyance, an annoyance. This is accompanied by varying degrees of agitation and head-pounding from the drivers passing by the school gate, swearing every day that it will be their last time taking this road. The chaotic entry of students into the schools—except for a few—makes the morning assembly a nuisance, as expressed by a significant number of students, or results in entering the classrooms without an assembly. The punishment of tardy students often reaches the point of compromising their dignity. I leave the judgment to the reader based on their personal experiences, or their experiences with their children.

The start of lessons inside the classrooms is characterized by monotonous rote learning, monotonous rote learning. Then comes the recess: playing, laughing, screaming, and fighting in the courtyard, with teachers on duty trying to supervise the students. However, the cell phone plays an important role in the hands of the supervising teachers during the break, while some of them barely interact.

The students return to the classrooms, and another round of monotonous lessons begins, monotonous rote learning, monotonous rote learning. Then comes the phase of yawning and watching the second hand on the clock, while students are dealt with differently from a psychological perspective during the lessons, and students interact in various ways during the teacher’s free time.

The last lesson ends with shouts of joy for the end of the school day—or the end of the torment, as felt by some students and staff. There’s a rush to exit the school building, only to face another bout of severe traffic congestion at the school gates. The streets become overcrowded, and the infrastructure cannot handle what happens every day at the end of the school day.

And let's not forget the paramount issue: overcrowded classrooms, because many of our Arab countries lack sufficient funds to build enough schools and infrastructure. These financial numbers are telling.

For many of our countries, astronomical challenges loom, yet the number of students keeps increasing. There is no way to address this surge but through crowding classrooms, to the extent that in some countries, classroom sizes have reached nearly a hundred students. Although, according to all education experts worldwide, the optimal number of students should not exceed twenty-five per class. Imagine the nature and magnitude of the problems caused by this overcrowding, from health, psychological, intellectual, and social issues. Talk about these endlessly.

Permit me now to pose a somewhat innocent question: How long will this bleak scenario last? How long will this worn-out cycle, which costs nations dearly, persist? How long will the depletion of energies, infrastructures, and state budgets continue? How long will schools keep graduating students into universities, which then graduate unemployed individuals into society? This occurs because the womb of the Ministries of Education has failed to produce a responsible thinker who boldly envisions real, not superficial, successes in the concept of vocational learning. Meanwhile, the essence of the school remains brutally tied to informational overload, exacerbating the unemployment rate in societies.

Is there no solution? Do industries not evolve and adapt to changes? Are schools and education not industries? Should these industries not develop by leveraging technological advancements to overcome the pitfalls of the old school format and halt the bleeding that devours both the green and the dry?

Isn't now the most appropriate time to shake off the dust of tradition, to discard the fear of renewal, to embrace all that is beneficial and new, and to lead on the global or at least regional stage? To show the world that we have started to export a new model of schools? Let me begin by presenting some ideas on this new school model to you, and allow me to call them "Schools without Walls," knowing well that I am not the first to use this term. I am sure these ideas need deep study, extended reflection, and grand planning, but consider me the first to ring the bell and start the journey.

The idea is based on the following principles:

The first foundational principle is important when designing this idea through the years, the following points were considered...

There are many unnecessary supplementary and parasitic materials still being offered within the confines of schools through rote memorization, which are mindlessly stuffed into the minds of our sons and daughters. Meanwhile, the outside world is evolving at a very rapid pace. In contrast to this rapid technological advancement witnessed by humanity, there emerges a pressing need for a radical change across a variety of activities, such as programming languages, artificial intelligence, entrepreneurship, project management, and professional and vocational learning. This does not mean tampering with education but rather making it more enjoyable, modern, agile, and attractive. The idea is to implement the notion that the student is the center of the educational process by making maximum use of the resources available in the education sector without needing extensive redevelopment of school buildings, thereby alleviating pressure on the country's infrastructure.

By leveraging the principle of knowledge openness and its omnipresence, we can transform the Arab teacher from a local to a regional, and even global, educator. The fundamental second basis takes into account the developmental needs. This concept is founded on the basis of addressing the four developmental needs of students, never neglecting them; instead, it provides for them in a manner suited to the capabilities of this new generation that we are proud of—whether these are the students' intellectual needs, social needs, emotional needs, or physical needs. This important quartet is essential in how the school fundamentally caters to these needs. I haven't introduced anything new regarding these needs, but they are a significant cornerstone that I have taken into account in this new concept, without neglecting any of them. Furthermore, there is a strong emphasis on preparing training manuals based on the principles of interactive activities for all age groups, from kindergarten to the twelfth grade, to develop a system of developmental relations and skills.

The third fundamental principle shifts from quantity to quality. One of the very important foundations of this idea is the transition from quantitative learning to qualitative learning. In this regard, a careful and deliberate study of the scope and sequence system for the quantity and volume of information required for each subject at each age stage is essential, streamlining it in a way that removes the trivial.

The fourth foundation is development and weakness. There has been unprecedented development in modern technologies that support quality remote learning software. However, there are clear weaknesses in five areas regarding the optimal utilization of these advancements:

1. The lack of appropriate infrastructure in some countries.

2. The inability of parents to effectively engage with these advancements and their dissatisfaction with the outcomes.

3. The absence of an ideal distribution of time for remote interactive learning.

4. The lack of sufficient seriousness from students towards remote learning.

The fifth foundation is flexible time. One of the key principles in future learning is moving from the enforced concept of fixed learning times to the personal choice of when to learn, which this concept provides.

I know some question the seriousness of students towards this idea and their ability to achieve it. However, I remind this skeptical group that doubting everything new is a significant fallacy. Reality shows success through adjustment and correction, emphasizing that we must remove the comfort zone from our minds when dealing with this wonderful new generation.

The sixth foundation is possible solutions. If we start thinking outside the box and find logic in what I present to you, we must begin addressing the challenges mentioned in the previous foundation. I firmly believe that solutions are very possible, including:

1. Significant financial savings can be achieved when implementing the idea, allowing for the allocation of resources towards the technical infrastructure.

This translation preserves the original message and nuances of the Arabic text, reflecting both the context and the underlying cultural and educational considerations.

It is also possible to benefit from private companies and support them in the education sector without any financial cost, by providing real training for teachers on modern methods of activating remote learning. This training will not take long at all and should be linked with monitoring and evaluation standards, as well as a special system for teacher ranks, which would compel those who refuse to take the initiative in this change to comply.

Using modern communication tools to spread awareness, duties, rights, and special skills among parents in relation to learning is essential. Establishing programs that guarantee the activation of remote learning and implementing monitoring and activation mechanisms to encourage students to take learning seriously is crucial.

The idea of outdated curricula should be transformed into one of knowledge openness, incorporating a variety of scopes and sequences for each subject according to age groups. Leveraging the experiences of the private sector and global experiments in transforming paper-based curricula into electronic ones is beneficial. Although these commercial experiences require many adjustments, they are at least successful and effective to some extent from an educational perspective.

Allow me now to discuss the foundations of this idea concerning the appropriate divisions for our students' age groups and how these divisions might change the concept of the traditional school into one without walls.

The seventh foundation stage, the kindergarten stage, or what is known as early childhood, which extends from ages four to five, remains as it is, with designated buildings for kindergartens spread throughout neighborhoods and fully equipped. Increasing the budget for these facilities is necessary since we will save substantial amounts once the idea is fully realized. The kindergarten child goes to their school, interacts with peers and teachers, spends their day learning, playing, laughing, and socializing, thus developing emotional concepts and engaging in other enjoyable activities. The focus should be on fun before benefit, and learning through play. Emphasis on activities that develop a fourfold relational system and programs should be maintained while working with this age group.

The enjoyable activities that develop the systems of emotional needs, in addition to the six life skills, in age-appropriate ways form the eighth foundation. The first three stages, known as the first part of middle childhood, remain as they are, with fully equipped school buildings that simulate the growth system of relationships and skills we discussed in the first concept. Starting from the first, second, and third grades; that is, from six years old to the end of the eighth year, students go to school with a focus on active learning, project-based learning, play, relationships, emotion management, and self-awareness, while significantly developing their abilities to use modern technologies and programming languages. Additionally, they learn the principles and etiquette of remote learning, acquiring knowledge, skills, and ethics that enhance their capabilities in this realm. As we mentioned in the previous foundational stage; it is crucial when working with this age group to focus on activities that nurture the fourfold system of relationships, as well as enjoyable programs and activities that develop the systems of emotional needs in addition to the six life skills in ways that are suitable for their ages. It is also imperative to give significant attention to their hobbies, creativity, and talents, as this stage is considered the period for discovering these talents and guiding them.

The ninth foundation covers from the fourth to the fifth grade, which is from the beginning of nine years old to the end of ten years old. This is known as the second part of middle childhood, preceding the adolescent phase. Communication with the school at this age group involves attending the fully equipped school building, designed for this age group and adhering to the principles of the growth system of relationships and skills mentioned in the first concept of this book; only three days a week, with four hours each day. This aims to make learning enjoyable through subjects like math and languages in well-equipped classrooms with their peers and teachers, alongside emotional activities and life skills development activities.

Activities to Develop the Quartet of Human Relationships

Note: The schedule can be divided into two shifts: a morning period of four hours for one group, followed by an afternoon period of four hours for another group. Consequently, a single school building can accommodate four groups per week: two groups on Saturday, Monday, and Wednesday, and two groups on Sunday, Tuesday, and Thursday. This will help eliminate the daily overcrowding of students in school buildings.

Additionally, online study will be conducted for two days for other subjects. This will be part of the continuity and progression system established by the schools for each subject. This system includes the most important information, skills, and knowledge that students need to acquire at each age stage. Various sources of knowledge will be available to students, ranging from the digital school curriculum (instead of paper-based) to professionally designed learning platforms from both the private and public sectors. There are also global platforms, either free or at a minimal cost, that offer knowledge to students in an engaging and enjoyable manner for all educational subjects and age stages.

Mechanisms for continuous monitoring and evaluation of students' seriousness in interdisciplinary learning will be activated. This will be achieved through both technical and artistic methods to measure the development of their cognitive and practical skills in each subject. The focus will be on qualitative learning through various methods and techniques such as project-based learning and learning presentations, rather than on rote, quantitative learning.

Undoubtedly, when working with this age group, the emphasis must be on activities that develop their quartet of relationships as well as enjoyable programs and activities that enhance their emotional needs systems, in addition to the six life skills in ways suitable for their age. It is also crucial to continue fostering the hobbies and special talents of each student at this age stage significantly, through specialized measurement and guidance programs in the field of talent and creativity, and providing various activities after school hours.

The tenth principle pertains to students from the sixth grade through the ninth grade; in other words, from the beginning of the age of eleven until the age of fifteen, known as the first part of adolescence or early adolescence. Communication with the school for this age group is according to the following:

Firstly, students physically attend the school building equipped for this age group and the principles of the Growth System of Relations and Skills mentioned in the first concept of this book. Attendance is required for only two days a week, with each day consisting of five hours. The aim is to provide enjoyable learning for subjects like mathematics and languages in equipped classrooms, combined with emotional activities, life skills development activities, and activities to enhance interpersonal relationships, conducted with continuous and engaging assessment methods to measure the students' acquisition of the required knowledge and skills.

It can be noted that attendance can be split into two shifts: a morning shift lasting four hours for one group, followed by another group attending a four-hour afternoon shift. This way, one school building can accommodate six groups in a week: two groups on Saturdays and Sundays, for example. This method eliminates the daily overcrowding of students in school buildings.

Secondly, distance learning is conducted for three days for the rest of the subjects. This system includes essential information and skills, with diverse sources of knowledge available to students. These sources range from the electronic (not paper-based) school curriculum to professionally prepared learning platforms from both the private and public sectors, as well as global free or semi-free platforms that provide knowledge.

Engaging students in an enjoyable and captivating manner across all subjects and age groups involves activating mechanisms for consistent monitoring and assessment to ensure their seriousness in home learning. This can be achieved through technical and other skill-based methods to measure the development of their cognitive and practical skills in each subject. The emphasis should be on qualitative learning through various specific methods and approaches such as project-based learning, learning exhibitions, and others. We must set aside concerns about quantitative, rote learning. Undoubtedly, while working with this age group, the focus should be on activities that cultivate a fourfold relationship system, as well as fun programs and activities that develop the emotional needs system and life skills in suitable ways.

Significant focus for students in these grades should be through specialized training and development programs rather than standard school curricula. Mastery of various programming languages, principles, and foundational skills, and entrepreneurship methods are crucial. Strengthening the concept of community initiatives, their foundations, and skills, and executing projects that model global volunteer work standards is essential. Emphasis should also be on developing the unique talents and creativity of each student in this age group through school activities and participation in local, regional, and global competitions across various types of talents and creativity.

The eleventh grade represents the part of high school from tenth to twelfth grade, spanning from sixteen to eighteen years of age, known as the latter part of adolescence or youth, preceding adulthood and university education. Communication with the school in this age stage should follow these stipulations: during this period, students choose subjects that match their inclinations after carrying out specialized tests to determine their life path, be it career or project-based, and their latent abilities and talents. The academic subjects should be limited to five per year.

The materials are organized in a weekly schedule where students can choose the times that suit them throughout the week. It is crucial to give significant attention during the evaluation of this stage to volunteer work projects, programming projects in various languages, entrepreneurship projects, and knowledge projects. Students attend the school building, which is equipped for their age group and the principles of the Namaa system, and for relationships and skills stated in the first concept of this book, three days a week for six hours each day. This aim is enjoyable learning of various subjects chosen by the students inside well-equipped classrooms with their peers and teachers, preparation for the projects mentioned in the previous point, social and emotional activities, life skills development activities, and activities for developing the four domains of human relations. Continuous evaluation is carried out attractively to measure the degree to which students acquire the required knowledge and skills. Distance learning is conducted for two days a week within this system, which includes the most important information and skills. Students have varied sources of knowledge at their disposal, from the school curriculum, which is electronic rather than paper-based, to professionally prepared learning platforms whether from the private or public sector, to global platforms that are free or nearly free offering knowledge attractively and enjoyably in all educational subjects for all age groups. Mechanisms for monitoring and continuous assessment of students are activated to ensure their seriousness in home learning through technical and other artistic means to measure the extent of their cognitive and practical skill development in each subject.

Focusing on qualitative learning through various methods and techniques specific to that, such as project-based learning, learning presentations, and others, and putting aside the focus on rote quantitative learning. Emphasizing the principle of peer learning communities, as the best learning methods for students are often those shared by peers of the same age group. Without a doubt, the focus when working with this age group should be on activities that develop a fourfold system of relationships, as well as enjoyable programs and activities that enhance their emotional needs and life skills in suitable ways. It is important to focus on developing the unique talent and creativity of each student at this age through school activities and participation in local, regional, and global competitions in various types of talents and creativity.

In the last five years, many Arab communities have witnessed a frightening behavioral decline, evident in the streets, courts, shops, driving behavior, universities, within families, and everywhere. From harassment to cursing, increased crime rates and suicides, aggression in interactions with others, widespread bullying, loitering, extortion, lack of cooperation, disrespect, the spread of gossip and slander, deceit and lying, fraud, and other dangerous behaviors that are alien to our communities. The ethical and moral situation has surpassed the danger zone and entered a phase of collapse. Let me begin this idea with a stark reality we observe day and night: the unacceptable behaviors we witness in the street and everywhere are a reflection of the failure of schools to activate a practical educational identity within their walls for twelve years for every boy and girl who lives or has lived within them. It is a true death represented in their failure to build systems of human values, basic ethics, and desirable behaviors through unified methods and tools applied by all educational staff.

They are held accountable for their shortcomings in implementing it; guided by scientific methodologies in strengthening desirable behavior and eradicating undesirable behaviors. Yes, there is a significant role of the home in transmitting undesirable morals to society, but in my opinion, this shortcoming is blamed on the school and not just the parents. It is not the parents' role to develop the educational and pedagogical skills of the teaching staff, while developing parents' abilities to deal correctly with their children using proper educational tools according to their developmental stages is a fundamental role that the school must fulfill. Allow me to make a simple request: ask your children's schools and your colleagues from the administrative and teaching staff the following question: What exactly is the educational system in the school? What are the unified educational mechanisms used by the teachers and school staff that reinforce the presence of desirable behaviors? And what are the mechanisms that help erase undesirable behaviors among students and teachers? The honest answer is that it does not exist.

I pose this question to every school I visit across the Arab world, and from the surprise that appears on the faces of the school administration and educational staff, followed by their stammering, and then their diverging answers, I know very well that most of our schools in the Arab world do not have a unified system for dealing with student behavior. Nor do they have tools applied by the school staff to reinforce desirable behavior or handle undesirable behavior. Do not tell me, for heaven's sake, that this is the job of the educational counselor or behavioral guide for the following reasons: The teacher is the one who deals instantly with student behaviors and is required to be fully knowledgeable in handling these different behaviors through a unified system that includes tools to reinforce the desired behaviors in our sons and daughters, and others to extinguish the undesirable behaviors in them in safe and correct ways educationally and psychologically. Meanwhile, the educational counselor or behavioral guide does not deal instantaneously with student behaviors during every single class period. It is true that the educational counselor or behavioral guide should address complex behavioral problems in addition to other tasks related to educational aspects; but the teacher is in direct contact with...

Student behaviors necessitate providing teachers with standardized tools that they can apply in their classrooms in engaging and easy ways that do not add to their burden. The number of educational counselors or student behavior advisors is insufficient to handle the number of students; indeed, there are schools without any counselor or behavior advisor at all. Therefore, we must support teachers with these tools. Moreover, it is unacceptable that in many schools, counselors or behavior advisors do not fulfill their role in developing student behavior because they are preoccupied with administrative tasks assigned by the school principal, disrupting the educational system within the school. How many counselors are truly qualified to address student behaviors? And if there is genuine qualification, are they fulfilling their responsibilities? It is essential to understand that the duty of the educational counselor or behavior advisor is not limited to students with behavioral issues; it extends to promoting the school identity and educational system for students, school staff, and parents. They also assist in addressing and following up on parental issues and enhancing their educational capabilities.

The concept I am discussing with you now is based on several principles: the primary principle is the rejection of the school's resignation from its educational role. Through erroneous practices, the school has been attempting to distance itself from its educational role in various areas, most notably in fostering values, ethics, and desired behaviors. The school has, regrettably, progressed significantly in this resignation, shattering hopes of it being a primary institution for child upbringing. Furthermore, it has turned into a place that reinforces undesirable behaviors and eliminates desirable ones. Like all parents and experts in the field of education, I categorically and absolutely reject this resignation. I will hold the school accountable in a special court for what it is doing to our children's values and behaviors. One of the school's most important and sacred roles is in education; it is a place for cultivating values, ethics, and desired behaviors, as well as for treating and correcting undesirable behaviors. It is also a place for psychological and social well-being through safe, engaging, and effective methods based on the concept of self-guided behavior adjustment with suitable tools, rather than altering behavior through external influences.

Just as threats, violence, or educational bribery can be detrimental, what if the school itself becomes an agent of destruction of values and principles? This resignation, which is unacceptable, has been tendered by many of our schools, knowingly or unknowingly. The major issue faced by parents lies in the numerous behavioral complaints, whether from peers or teachers. From learning inappropriate words, bullying, and various forms of violence; to the loss of desirable behaviors amid undesirable ones; to dangerous sexual habits—and so on and so forth. This has turned the act of sending children to schools into a looming threat to their behavioral and moral state, invoking a persistent sense of fear and urgency in parents. The number of complaints regarding behavioral and educational matters within the school’s walls has now far surpassed educational complaints. Therefore, in these lines, I will present to schools across the Arab world some practical ideas aimed at revitalizing their role in building the educational, ethical, and behavioral system for our sons and daughters.

The second foundational concept can be summarized from the perspective of behavioral science: dealing with children's and students' behaviors is extremely easy in the world of education. Next, I will summarize for schools across the Arab world the principles of education in the following points clearly:

Firstly, in the science of education, we categorize behavior into two types:

- Desirable behaviors such as honesty, integrity, cooperation, and respect.

- Undesirable behaviors such as lying, deceit, betrayal, and many others.

Secondly, in the science of education, there are two main objectives regarding the behaviors exhibited by children:

- Strengthening the desirable behaviors in children at all stages of their development.

- Preventing, eradicating, or eliminating the existence of undesirable behaviors.

Thirdly, the outcomes of the methods used by educators in achieving the goal of self-guided behavior in children—that is what we aspire to achieve through our choices and methods.

Desired behavior and rejection of undesired behavior; whereby an educator, when using the correct methods in upbringing, such as moral reinforcement, dialogue, and mature behavioral consequences that are neither physically nor psychologically harmful, develops the ability of sons and daughters to evaluate behavior independently and through ways that activate logical thinking in terms of its correctness or plan to carry it out if it is correct, and to think of alternatives if the behavior is wrong, choosing the most appropriate behavior from those alternatives, and applying the behavior they have chosen themselves.

Behavior modification, which often occurs due to an external factor and lasts only in the presence of this external factor, is of two types: fear of punishment or threats from adults, such as beating, yelling, comparison, criticism, and others; or desire for an educational bribe, also known as material reinforcement.

The third foundation is developing the self-ability to guide behavior. What we seek from educational methods in our schools and homes, of course, are methods that develop in sons and daughters a self-ability to guide behavior, as mentioned in the previous point. In contrast, what we must avoid in our educational methods, as we would avoid a plague, is the use of methods that modify behavior through external factors because these methods do not sustain the behavior in sons and daughters but rather temporarily improve it and teach them cunning and deceit, nothing more. Unfortunately, the most frequently used methods in our schools are those that modify behavior rather than guide it, ranging from material rewards to various forms and colors of violence, to criticism, blame, comparison, and so on.

The fourth foundation: reinforcement conditions. Reinforcement is considered a very successful method in education, but under the following conditions: it should be moral reinforcement, far from material reinforcement or what is termed educational bribery, such as giving them money for collective behavior. Also, using phrases that describe the desired behavior performed by sons and daughters and using "magic words" in education after describing the behavior, such as "I am sure you would do this work," and "you excel in this work," among others. Reinforcement must be collective rather than individual, especially in school.

I will explain this practically in the following lines so as not to turn moral reinforcement for an individual child into arrogance, and also to avoid fostering jealousy among peers. Additionally, group reinforcement enhances the qualitative application activities in both boys and girls for the skill of teamwork, which is considered one of the most important life skills in contrast to individual work. We must not forget that the skill of teamwork instills in them many principles and values that they and the nation need. If this becomes ingrained as a principle in them, many of the behavioral problems we frequently see in the current generation will disappear, to be replaced by principles of cooperation, concern for the group, and the development of collective work and ideas.

Moral reinforcement should be direct and without delay to strengthen the desired behavior in students and their peers immediately. Delaying reinforcement may give students the impression that the teacher does not care about their desired behavior, which could result in a behavioral relapse and a lack of interest in repeating the behavior.

The fifth principle: Conditions of behavioral consequences

The process of behavioral consequences, as mentioned in the third point, is based on a set of conditions, the most important of which is:

The idea of behavioral consequences is different from punishment. Punishment suggests to students that the teacher wants to take revenge on them because of their mistakes, making them more likely to resist and retaliate with higher-level misbehavior. In contrast, consequences demonstrate to them that the teacher or educational counselor is trying to teach them in a safe and non-harmful way to take responsibility for their poor behavior choices. Hence, their acceptance of guidance for future behavior is much higher.

Behavioral consequences can be applied by the teacher or the classroom teacher responsible for the class, but ideally after training. In most cases, it is carried out by the educational counselor or behavioral advisor in cooperation with the teachers. This depends on the severity and frequency of the student's undesired behavior. The higher the frequency and severity, the more there is a need to refer the student safely to the educational counselor. Conversely, if the severity and frequency of the undesired behavior are low, the teacher can resolve it independently without the counselor's intervention.

This system is specifically designed for referring difficult behavioral cases to the educational counselor so that the journey of self-guided behavior modification can begin with the students themselves. The educational counselor or behavior coach needs to have the capacity to monitor the behavioral progress of these challenging cases. The counselor must create a plan based on the principles of self-guided behavior modification for the referred student.

The idea of self-guided behavior modification, in a very brief overview, relies on a dialogue through questions, avoiding preaching, guidance, or blame. The teacher, educational counselor, and behavior coach must be adept at asking the referred student questions that cover the following points:

1. The student must feel safe and free from fear during the session. The counselor asks, "What is the problem?" and listens to the student's perspective, perhaps guiding with questions. In short, "Why is this behavior considered a problem?" and listens to the student's perspective, perhaps guiding with questions.

2. "What solutions do you see for handling such a situation in the future?" and listens to the student's ideas, perhaps guiding with questions.

The counselor or teacher writes a plan on paper with the steps chosen by the student, with assistance from the counselor or teacher, for future instances. This plan is based on the gradual withdrawal from the undesirable behavior. The counselor or teacher follows up with the student almost daily according to the set plan and reinforces any behavioral improvement the student achieves. It is crucial for the counselor or teacher to express in words meanings such as, "Didn’t I tell you that you could do it?" or "You are amazing for being able to..." detailing the student's progress, no matter how small. Teachers are asked to reinforce the student morally through behavior points for every behavioral achievement the student makes in class.

In extremely difficult cases, it is necessary to refer the student to a behavioral consultant or a psychologist within an established referral system.

In the sixth base, the behavior points system...

In these lines, I will briefly explain the idea of a practical application for restoring...

The pedagogical identity of the school; I have personally implemented this with several ministries in Arab countries, with private sector schools, and with international organizations. It has achieved great success in the schools where it was applied and received high praise from school staff, parents, and experts. This was evident in the evaluation conducted on a large number of schools that implemented this system by a global institution specializing in the monitoring and evaluation of educational programs. They measured the impact of this idea in the field and concluded that the "Education for the Management of School Behavior" project had one of the most significant effects on improving students' self-discipline. The Creative Technologies Company adopted this idea and released an electronic version in the form of a mobile app and website, enabling parents, teachers, counselors, and school administrators to apply tools to develop positive behavior and reduce 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 had the honor of reviewing many of these and developed this idea after examining global experiences in the field of education and behavior management.

This concept is based on the educational principles mentioned in the previous foundations. It focuses on providing teachers in the school and parents at home with unified tools to deal with desirable students' behaviors. It offers the educational counselor and behavioral guide practical and unified tools to handle undesirable behaviors in safe and encouraging ways that enhance students' ability to self-regulate their behavior.

As for the nature of this method, which I hope will gain traction in schools across the Arab world to achieve a true educational identity for the school, I summarize it briefly in the following practical points:

1. Dividing students into four groups where the school, in collaboration with the students, chooses a name for each group based on specific criteria. For example, the name might be based on selecting a geographical area for each group from the country where the students reside, or the name could be one of the life skills like "Cooperation Group" or "Time Management Group," or it could be that each group's name represents a moral or human value.

2. Distributing students randomly across all school grades.

The four groups allow students to know to which group they belong; thus, we have four educational groups distributing all the students. If a teacher enters a class, say of twenty students, they will find that each group has five students. These educational groups are distributed randomly, and each group is overseen by the school from teachers, parents, educational counselors, administration, as well as behavioral and value guides, ensuring the desired life skills according to each age stage. It is preferable not to exceed eight points for each stage, such as; in the primary stage: smiling, cooperation, honesty, cleanliness, respect, and others. In the middle stage: cooperation, problem-solving, cleanliness, time management, and others. Each teacher is asked to give in each class session not less than three and not more than five behavioral points to a student who demonstrates one of the behaviors chosen by the school. They can also give points for behaviors they found admirable in a student even if they are not listed on the chosen list, provided they document the type of behavior the student exhibited and the behavioral point awarded for it. This transforms the school into an active beehive throughout the educational day, enforcing moral reinforcement for student behaviors. This type of moral reinforcement leads to what is known in behavioral science as positive behavioral contagion, where students begin to imitate the positive behavior that has been reinforced by behavioral points. Consequently, the behavior starts to become a habit for them, although it undoubtedly requires patience and sufficient time to achieve. These points that a student earns are recorded for them; more importantly, they are also recorded for the group they belong to, which results in every member of the group striving to earn those behavioral points so that their group attains the highest possible score of behavioral points. This reinforces the idea of teamwork among students in every classroom session instead of the discouraging individual work.

At the end of the last school day each week, the results of the groups and the total points each team has earned are announced throughout the school. This announcement is made with consideration to the age groups of the students. The educational counselor or behavioral guide performs this task in an enjoyable manner to highlight the progress made by the school teams in terms of behavior. They announce the top group that scored the highest points for that week and also present the results of the other groups in a way that motivates them to achieve more in the coming week.

It is widely acknowledged that this weekly session dedicated to announcing the behavioral points has a significant impact on the students. It stimulates positive behavioral progress to earn points for themselves and their groups, ultimately leading to what is known as a state of behavioral embodiment. Additionally, it fosters positive competition, enhances team spirit and cooperation, and encourages peers to work in enjoyable, attractive, and entertaining ways.

Behavioral points for the groups should be followed by monitoring, reinforcement, and accountability for teachers regarding their adherence to the application of these points effectively in every class session. As stated, each teacher is expected to award behavioral points to students—ranging from three to five points—in each class session. Through a simple equation, the teacher’s weekly behavioral points can be calculated, thereby identifying teachers who are diligent in awarding points from those who are not, as well as those who perhaps award points too generously.

These previous processes in the collective behavioral points system provide the school with a clear educational identity that teachers implement as a unified tool while dealing with the concept of reinforcing students' behavior. The educational counselor or behavioral guide acts as the conductor of all these efforts, whether by training teachers on how to use this tool or introducing it to students, as well as communicating with parents to explain this mechanism and provide them with ways to activate it at home.

The educational counselor is also responsible for tracking the effectiveness of teachers’ implementation and for conducting the weekly meeting to announce the educational points results of the groups. Thanks to the Creative Techniques Foundation and its Positive Project, all the previous processes have been automated.

The mobile application allows parents to participate in awarding points to their children based on behavioral criteria and standards set by the school according to their children's age groups. Consequently, this application is the first of its kind, enabling effective collaboration between the school and home in monitoring and promoting positive behavior among students and children. Furthermore, a website has been developed that allows educational guides, behavioral counselors, and school administration to track all of the aforementioned processes, whether for individual students, groups, teachers, or parents, through specialized reports and dashboards. Additionally, an integrated electronic system has been developed to support the work of educational and behavioral counseling for students.

The concept of school communities aims to enhance the school's effectiveness by utilizing the various communities and expertise within it, through the exchange of experiences, sharing of tasks, and greater activation of the roles of teachers, parents, students, administrative staff, and virtual educational guides. School communities are divided into parents' communities, which include all parents whose children are enrolled in these behavioral educational communities. These communities can operate at the school level, but ideally, they should function at the national level, thereby acting as a developmental arm of the school and fostering a positive role for the expertise available at each level.

A nationwide school may hold an annual conference for each of these school communities and meetings to enhance their effectiveness. In addition, tools for monitoring, evaluation, and development can be devised to improve its operational mechanisms. The effectiveness can also be increased through dedicated web pages to facilitate communication and comfortably manage the activities and creative ideas they propose.

Examples of the activities and tasks for these school communities include, first and foremost, teacher communities. These communities engage in many activities, such as exchanging expertise, skills, and knowledge related to each teaching specialization, or general knowledge and skills needed by all teachers. This could be in terms of managing student behaviors, whether by reinforcing desirable behaviors or addressing undesirable behaviors in safe and productive ways, guiding students' self-regulation of behavior as discussed in the third idea of this book, or in terms of modern learning methods and the use of technology and continuous assessment methods. The benefits and exchange of experiences in these groups can be delivered 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 teacher community, as well as pictures showing the creative activities teachers carry out.

This idea enables the Ministries of Education to monitor the activities within this community and select and honor the best practices, enhancing their leadership role within the school community or the Ministry of Education itself. It could also develop their training capabilities and skills to become effective trainers at a local, regional, or even international level.

Second, teacher and student communities focus on teachers providing a massive database of knowledge, skills, and various activities accessible to students whenever they need. This utility could be through teachers’ innovative explanations of a scientific concept, a life skill, an educational behavior, or the development of a hobby and creativity among students. Students share teachers’ innovations with their peers across the nation, saving the high financial costs of benefiting from different educational platforms. This helps them internalize the idea that teachers not only possess specialized educational expertise but also have hobbies and skills students can learn from.

Thirdly, student communities, which include students from different schools according to their age groups, where students can present scientific ideas and educational explanations that help other students gain a deeper understanding of specialized scientific knowledge. The best person to convey complex information to a student is a peer of the same age. In these communities, they also exchange skills and hobbies and have special meetings on how to develop various talents and abilities. They can upload videos and photos of their achievements, with the importance of having smart monitoring of the content uploaded on these platforms to prevent any harm, God forbid. There can also be collective activities for students in this community, such as meetings with former students who have excelled in various fields or sessions with experts in growth and behavior.

Fourthly, parent communities, which include parents either at the school level or nationwide, aim to exchange experiences, knowledge, and skills related to enhancing their abilities to interact safely with their children at different age stages, whether it be behavioral management, academic development, or helping parents develop life skills in their children. These skills include communication, problem-solving, time management, decision-making, teamwork, and creative thinking. As usual, there can be direct interactions with experts in various educational fields and also with successful figures in parenting and marital relationships. Through smart systems based on artificial intelligence, the ministry can analyze the information in these communities to understand the parents' needs, strengths, and weaknesses, thereby devising strategies that directly address these needs, enhance their capabilities, and resolve their complaints about their children's schools.

Fifthly, behavioral educational communities, overseen by the educational guidance department, aim to exchange expertise in educational psychology and elevate the competence of its members in managing student behavior across different age levels. This includes the exchange of local, regional, and international experiences and knowledge in this field, with an emphasis on having meetings with experts and distinguished figures in this area. It is always said that this community enables the ministry to accurately assess the reality of the situation.

The field, with its positives, negatives, and needs, consequently enables the adjustment of the educational and behavioral compass in schools.

Sixth, expert communities consist of distinguished experiences from parents, teachers, and students who are interested in providing their expertise to the school and developing knowledge and skills for all human components within it. One of the prohibitions in these communities is that they should not serve as channels for transmitting negativity. Therefore, monitoring and evaluating the type of messages broadcast within these communities is crucial, and these messages and contributions must be positive, avoiding criticism of the reality or focusing on problems. Instead, the content should be filled with solutions.

Mentioning individuals' flaws, whether they be teachers, administrators, or experts, deviates from the goal for which this community was established. Similarly, sending condolence messages, prayers, or other unrelated matters does not fit the social aspect, but it is specialized in achieving certain objectives.

It should not be a place for general chatting that strays from achieving development. Thankfully, with God's grace, the development of artificial intelligence has reached a level that allows Ministries of Education to achieve this kind of monitoring with ease.

Allow me to specifically address, in this proposal, the Ministry of Education in my beloved country, Jordan. This idea can be applied to all Ministries of Education across our Arab nations, with the objective being a step towards developing and improving the foundations of education by leveraging important features in a timely manner. The essence of the idea is to grant the necessary licenses and approvals to schools that wish to teach the Jordanian educational system for all age levels—kindergarten, elementary, and secondary—across the globe, particularly in Arab countries, rather than limiting it to schools established in Jordan only. This would be achieved through the necessary procedures, policies, and tools that ensure the desired quality and development.

It is well known that many Ministries of Education in various countries around the world set policies, procedures, and tools to guarantee the best expected outcomes. They grant the necessary permissions and licenses to educational institutions and schools worldwide to teach their curricula and follow their education systems, such as the British, American, French educational systems, and the International Baccalaureate, among other global educational systems. I must admit that I was surprised, years ago, by the high demand from many educational institutions in several countries to obtain such licenses from Jordan. My astonishment grew when I found out that this system was not available in the Jordanian Ministry of Education.

When numerous institution owners contacted me inquiring about the basis for obtaining these licenses, they were surprised by my response—that there is no system that allows for this. However, when I asked them about the reason for their strong desire for it, their response was that the Jordanian school certificate still holds respect and recognition among global institutions and universities. More importantly, there is significant respect and a strong desire from parents in Arab communities in various countries for the Jordanian school certificate. They prefer their children to study and obtain Arab certificates. Conversely, we see that many Arab Ministries of Education have started this journey, have established their own systems in this field, and have begun the process of internationalizing their school certificates for those who wish to obtain these licenses.

Given that Jordanian experts are considered among the most distinguished in developing these systems in all their details within global educational programs alongside experts from various Arab countries and other nations, the Jordanian expert is capable of drafting these policies, systems, and methods for monitoring and evaluation, as they have been part of their daily work for decades. Therefore, the Ministry of Education doesn't need to reinvent the wheel but should utilize these expertise to start the project of internationalizing the Jordanian certificate and spreading it worldwide. The groundwork for such a project is ready, reflected in the desire of many institutions to obtain this privilege in many countries around the world, and the reputation of the Jordanian certificate is well-established and accumulated over the years, sufficiently qualifying us to take this step. The necessary human capabilities and expertise are available with distinction and excellence to set all the details that enable us to succeed, and the financial cost is insignificant compared to the financial and moral benefits derived from it.

It shouldn't be a secret that the budget of the Ministry of Education consumes a significant portion of the Jordanian state's budget, although it can increase the national income through this idea, which I present to you, thereby making it one of the leading ministries in applying the concept of entrepreneurial ministry. I believe that within a five-year plan of implementing the idea of internationalizing the Jordanian certificate, it will achieve financial self-sufficiency and elevate the skills of its staff to apply the highest standards of education and learning globally. The Jordanian teacher will regain their brilliance and will be seen as an epitome of excellence and distinction.

I am firmly convinced that the time required to set the policies, general frameworks, governing instructions for this idea, its details, and the means of monitoring, evaluation, correction, and quality control, among other necessities for starting to grant the necessary approvals and licenses, will not exceed one year at most, provided that the Ministry of Education takes full seriousness in application and has sufficient boldness in making this decision. It should work on establishing a systematic and genuine framework to bring together international Jordanian expertise with the ministry's staff expertise in an integrative manner that produces the necessary details to achieve this vision.

Why the idea of internationalization? There are many positive benefits and gains that the Jordanian educational system will obtain as a result of implementing the idea of internationalizing the Jordanian school certificate. Among them are:

1. ...

(1) The financial revenue for the Ministry of Education, which will be sufficient to allow the Ministry of Education to start, after nearly five years of true, intelligent, and wise application, relying on itself for all its expenses and costs. Consequently, it will alleviate the burden on the Jordanian state budget, where the expenses of the Ministry of Education are among the highest, and the income sources will diversify in the internationalization concept, as is the case with all organizations and countries that internationalize their certificates for many services they provide to the schools which they accredit. Such sources include:

a. The fees collected from each school granted accreditation based on special conditions for granting this accreditation.

b. Annual fees for students enrolled in that accredited school by the Jordanian Ministry of Education.

c. Financial amounts for students purchasing Jordanian curricula and administrative materials to ensure the efficiency of providing high-level Jordanian education.

d. Financial income from the annual conferences that will include accredited schools to provide education services with the Jordanian certificate.

e. The sale of various educational means, especially technical ones, to schools that have obtained accreditation.

f. The financial income from taking the general secondary exams in those countries.

g. The fees paid by examination centers to take the general secondary examination.

And lastly, the SWOT analysis for this idea? As you know, SWOT analysis is a fundamental tool for any concept. It starts with: What are the inherent strengths of the institution that will implement the idea? And how should these strengths be effectively leveraged to increase the success rate through the idea's employment? This may lead to improved planning to avoid weaknesses or even the failure of the intelligent application. Consequently, it's crucial to handle these points in the best possible way. Secondly, what are the existing weaknesses that might delay or even ruin the process? And how can we address these points to strengthen or...

Third, what are the opportunities in global environments that can increase the success rate of the institution's implementation of an idea, and how should these be leveraged in the best possible way to achieve the highest levels of excellence in successfully applying the idea? Fourth and finally, what are the challenges in the surrounding environments that might hinder the institution's success in achieving its desired goal from the application of this idea? Moreover, how should the institution preemptively address these challenges to mitigate their impact as much as possible by planning in advance and finding suitable alternatives or overcoming them, turning challenges into opportunities?

Let's begin together with this SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) for the idea of internationalizing the Jordanian school certificate.

First, the strengths. Discussing the strengths of Jordanian education is undeniably factual; these strengths have been built over decades through genuine experiences that have placed Jordanian education in a prestigious position. However, talking about these strengths does not negate the need for a comprehensive and fundamental development process to keep pace with the times we live in and unleash the potential of our sons and daughters in the right direction for success. Additionally, discussing the strengths reflects my immense pride in it and also represents the global community's view of the success of the idea of internationalizing the Jordanian certificate in particular. I am specifically looking from this angle now and firmly believe that this internationalization idea will significantly revive schools after their decline.

In truth, there are several inherent strengths within the Jordanian school certificate itself, most of which stem from its rich history. Utilizing this history in the most optimal way is crucial as it plays a significant role in the success of this idea. These strengths include:

1. Past significant achievements and successes related to the capabilities of Jordanian teachers in the education sector are acknowledged by people from all over the world. This has fostered a fertile ground for the interest of Arab communities in various countries, who are seeking accredited Arab educational certifications for their children from a recognized Arab educational system in those countries. These past achievements continue to maintain the Jordanian educational system at the forefront of Arab nations in terms of great respect and esteem among these families. Therefore, we expect a significant uptake if internationalization is achieved, especially from private sector investors in educational institutions and schools worldwide.

Parents will overwhelmingly accept it, as observed by many investors who dream of Jordan beginning to internationalize its school certificate. Instituting this process strengthens the Jordanian educational system, facilitating easy acceptance by Ministries of Education in various countries and relevant authorities. Thus, the time and procedures associated with accreditation will be significantly reduced in many parts of the world upon implementing the idea of internationalizing the Jordanian school certificate. Not to mention, the global respect for the official Jordanian school certificate.

The existence of ready, well-organized, and outstanding departments within the Ministry of Education of Jordan is capable of implementing this idea globally if adopted, needing only minor modifications to fit the concept. The readiness of Jordanian expertise, spread across numerous international educational organizations and countries that apply the concept of external certification, has collaborated for decades in drafting, developing, and institutionalizing the systems, policies, and tools that guarantee the efficiency of these certificates worldwide. These experts participate and continue to participate in evaluating schools globally, granting licenses, and requesting adjustments under methodologies they helped establish. They are not only capable but eager to reflect their expertise in this domain to internationalize the Jordanian school certificate.

This is a point of strength in Jordanian educational expertise that the ministry should fully recognize and utilize in all development processes, particularly regarding this idea. There is a group of highly competent, well-trained personnel, including department managers and heads of sections, possessing the necessary capabilities to successfully establish and implement the foundations of internationalizing the Jordanian school certificate in various countries around the world.

The evident royal support for the idea of reclaiming and enhancing Jordan's regional and global role and status in the field of education is highlighted in the seventh discussion paper by His Majesty the King, titled "Building Our Human Capacities and Developing the Educational Process: The Essence of the Nation's Renaissance." This paper, which I referenced in previous pages, is essentially a royal call, in my opinion, to apply all necessary and possible tools in this field, including the idea of internationalizing the Jordanian school certificate. This would enable the Ministry of Education to implement this royal vision, as His Majesty the King stated in this significant document.

The Seventh Discussion: We also aspire for Jordan to have an exemplary experience that entices others with its success, positioning it as a leader in the modernization of education in the Arab world and a pioneer in transitioning to a knowledge society. The presence of competitive school curricula at the Arab level, in fact, the Jordanian curricula—especially when significantly and fundamentally developed—are considered among the strongest Arab curricula across various academic disciplines and age groups. These curricula are periodically prepared in the Ministries of Education and specialized curriculum institutions in the Arab world. The strength of these curricula, according to many Arab parents across different countries, is viewed as a primary reason for their hope that their children study these curricula in licensed schools within their countries, authorized by the Jordanian Ministry of Education for all educational stages.

There are a number of educational cadres in the schools and various trainers within the Ministry of Education capable of contributing to the initial successes of implementing this idea. They have the capacity to be genuinely and effectively present in the field to ensure the quality and success of the process of internationalizing the Jordanian school certificate.

The stability of the Jordanian state and the capability of its institutions to effectively develop over its history have granted Jordan a considerable regional and global status. This enhances the respect of the international community for ideas emerging from Jordan, granting it special and significant regard. It is known that when a Jordanian decides to introduce any system in any sector of life, they master the work they undertake, and Jordanian work is always described as professional.

Although there are many weaknesses in the Jordanian education system, I will discuss the primary aspect, which is the SWOT analysis of the idea of internationalizing the Jordanian school certificate and its direct impact. 1. The lack of courage to make decisions within the halls of the Ministry of Education, the inability to envision the benefits Jordan would gain from internationalizing the school certificate, and clear weaknesses in some of the expertise among decision-makers in the ministry regarding the intricate details related to this sector. This has led and continues to lead to many Arab countries surpassing us in this area, causing us to daily lose competitive advantages.

Starting with this step, despite the higher readiness and greater reliability of the Jordanian certification, as anticipated by parents who have been waiting for the release of this decision and its implementation as soon as possible, it must be noted that to overcome this point, there needs to be a Minister of Education who is capable of making this decision, overseeing its implementation, and who is an expert in the field of education. This minister should understand its dimensions and benefits and know how to navigate the complexities of this sector, be confident in their decisions, and capable of handling responsibilities and consequences. They should be surrounded by a knowledgeable team from within the ministry, consisting of Jordanian experts in international accreditation, and should have a vision for generating national revenue through the Ministry of Education.

The absence of a genuine strategic plan within the ministry and the reliance on problem-solving as a makeshift strategy highlights the need to commend the ministry for their responsiveness in solving problems, especially in regards to educating our Syrian sons and daughters who sought refuge in Jordan. This was a significant challenge, and the ministry cooperated admirably with several organizations, foremost among them UNICEF, to secure everything necessary. The COVID-19 crisis also posed numerous severe challenges to education.

However, the pressing question remains: Is this the primary and ultimate role of the Ministry of Education? Is this the role of the Minister of Education and the top leadership within the ministry? I believe the answer is no. Their role is not just to respond to emergencies. An emergency committee could handle such situations, while the ministry’s strategy and future visions should focus on overcoming weaknesses and avoiding a reactive, firefighter approach.

To move beyond this point, I believe the ministry needs a capable, knowledgeable leadership elite who are well-versed in the details of the work. They shouldn't be bogged down by current problems but should deal with them while planning wisely for the future. The reluctance to work and the low productivity levels within some departments in the ministry are evident from the frequent delays in work and the lack of serious handling of tasks, as well as monopolistic decision-making and other related issues.

Thus, a rehabilitation program and effective action plans must be implemented to address these concerns. High-quality work must be linked to clear timelines, and everyone must be held accountable for any shortcomings. Additionally, it is essential to involve expertise from the private sector alongside the Ministry of Education's experience in leadership and decision-making based on clear, transparent methodologies.

The high level of bureaucracy in the implementation stages after decision-making may delay, hinder, or kill such an idea in its cradle. To overcome this point, efforts must be coordinated between the expertise of the Ministry of Education and the outstanding experts in the private sector to ensure the success of this idea through a well-designed action plan and performance reports linked to quality and time. It is also crucial to place the right person in the right position and have complete supervision from the highest ranks in the ministry with genuine seriousness, linking achievements in this project to the ranking system in the ministry for those who achieve the highest efficiency according to the set plans.

Opportunities:

There are a number of clear opportunities that support the success of the idea of internationalizing the Jordanian school certificate and pave the way for it, including:

1. The spread of the culture of seeking accredited international certificates among Arab parents. This culture was very limited in the past, but after the year 2010, it began to expand in various countries around the world. Parents started seriously considering seeking strong certificates that increase their children's chances of university acceptance and provide them with an appropriate educational level. This was aided by the presence of large numbers of Arab communities living in different countries around the world, many of whom are still searching for strong, accredited Arab certificates from their home countries.

2. The trust of Arab communities worldwide in the Jordanian school certificate. Here I emphasize the interest of Arab communities living in regional countries, not in the West, such as Gulf countries, the Maghreb, the Levant, and the Arab countries in Africa. Even parents who hold the nationalities of these countries and live in these regions would be very interested in the Jordanian school certificate due to its reputation and strength compared to other Arab certificates. Despite my reservations and requests for the Jordanian education system to evolve from its roots, I want to point out the significant opportunity presented by internationalizing the Jordanian certificate. The Arab population in the Arab world reached over 400 million people in 2010, which is a very large number. Especially if work is done to effectively market the Jordanian school certificate, and there is an invitation for sons and daughters to enroll in Jordanian schools after accepting its internationalization.

Private sector interest and investors in education are greatly interested in this huge opportunity due to their awareness of the level of interest and trust.

Parents are encouraged to enroll their sons and daughters in schools accredited by the Jordanian Ministry of Education for all educational stages. This would significantly boost the demand for both existing and new schools if the Jordanian school certificate were internationalized. Such a move would pave the way for the successful adoption of this idea, given the clarity and convergence of the admission criteria in various educational ministries and relevant authorities in most countries. The Jordanian Ministry of Education enjoys robust relations with all Arab countries and many other countries around the world, which greatly respect the Jordanian certificate. Consequently, there would be minimal difficulties in internationalizing the Jordanian school certificate in most countries, provided that we master the required conditions and preparations. We should invest in these relationships and expedite the internationalization process to obtain the necessary accreditations in many countries.

Fourthly, the challenges: undoubtedly, there are challenges facing the implementation of the internationalization of the Jordanian school certificate. These challenges and their solutions are mainly centered around the fear of applying the Jordanian General Secondary Education Certificate Examination (Tawjihi) system efficiently and effectively without any question leaks or other issues. To overcome such concerns, which are considered the greatest fear, I must point out that there are numerous global educational systems that have successfully managed their school examinations' efficiency for decades by implementing detailed systems that are efficiently applied in hundreds of countries.

Implementing specific systems and conditions for schools that will obtain the Jordanian school certificate, while benefiting from global experiences regarding examinations, particularly the General Secondary Education, is essential. This includes specific conditions for examination halls, accrediting examination centers in areas licensed to issue the Jordanian certificate, ensuring the non-leakage of examination questions, and having secure safes to store the questions, among other related conditions. This should be done exactly as all countries and organizations that accredit their school certificates do during school inspections to ensure all conditions are met, especially accrediting examination centers for the General Secondary Education.

Leveraging the cultural attachés and their staff available in every Jordanian embassy around the world is essential to achieving the required discipline and ensuring the highest standards of quality in applying the Jordanian certification exam system. Utilizing experts in the Ministry of Education, especially those in the Examination Administration, for supervision and management related to applying the standards of the Jordanian certification exam can help. There should also be special operations rooms to monitor the progress of examinations in every testing center in countries hosting schools that have been specially licensed as Jordanian general secondary exam centers, similar to the operations rooms established in many countries that offer their school certifications abroad.

Drawing on international Jordanian expertise that has been involved in this field for decades can ensure the quality of school examinations, providing insights into potential risks and how to overcome them. This includes setting specific conditions, plans, methodologies, and detailed work tools to ensure the required quality and maintain the esteemed reputation of the Jordanian general secondary examination.

There is concern regarding the quality of education provided in licensed Jordanian international schools, which could negatively impact the overall reputation of the Jordanian certificate. To overcome this challenge, it is important to recognize that global systems that have licensed schools worldwide and enabled them to implement their educational systems have greatly benefited from the diversity of experiences from various countries. These systems have utilized these experiences in developing their programs, curricula, and educational tools without hesitation or retreat due to similar concerns. Instead, they have put in place all necessary tools to regulate the quality of education provided in licensed schools, requiring continuous and specialized training for teachers and administrative staff on their educational systems to ensure the highest possible quality of education beyond their borders.

Moreover, these systems have set specific conditions regarding buildings and the quality of administrators and teachers. They continuously apply monitoring and evaluation plans through meetings and international visits to schools before, during, and after obtaining licenses, aiming to ensure and regulate quality appropriately. I do not believe that overcoming this challenge is difficult at all; we simply need to benefit from the experiences of other countries that have internationalized their school certifications.

Undertaking the development, modification, and necessary adaptation of these experiments and their tools, as previously mentioned in this context, is undoubtedly crucial. We are continually benefiting from Jordanian international expertise in this domain to achieve a quality assurance system specifically for managing the efficiency of what Jordanian international schools provide outside the country's borders. The Jordanian expert is considered one of the best experts in this field with many international educational organizations. The competitiveness in many countries granting the necessary licenses for their educational systems worldwide might limit the feasibility of working towards the internationalization of the Jordanian certificate, making the effort in this direction seem like a waste of time.

Here, I must say that the Jordanian school certificate still holds the top spot in high demand among many, if not all, parents. This is followed by significant and particular interest from the owners and administrations of Arab schools spread across many countries worldwide. Therefore, I firmly believe that this challenge affects other Arab school certificates more than the Jordanian school certificate.

If Arab parents around the world and the owners and administrations of schools hear that the Jordanian Ministry of Education has indeed started procedures to internationalize its school certificates, there will be a large number of people waiting to obtain these licenses and meet the conditions for accreditation from Jordan. Therefore, our ministry should immediately and wisely begin with steady steps by leveraging expertise and meticulous planning for the project because the time that passes never returns. We have already wasted too much time, and we must have more confidence in ourselves.

I present to you some thoughts from this book, and you may find that some of these lines are incomplete in meaning or not fully understandable. This is entirely intentional, meant to motivate you to read every line of the book "When the School Dies." This reading may perhaps be followed by systematic decisions for the necessary change with wisdom, vision, strategy, and practical tools. For more, please read the book from the beginning. I extend my apologies to any person, official, or entity who understood my words in a way that made them feel I was exaggerating or speaking inappropriately. My intention is not to offend anyone. Rather, these pages contain a summary of an opinion I formed since I started working in the education sector in the year 1 until now. For more, please read the book from the beginning.

There are many questions awaiting answers, whether we are educational staff, parents, students, officials, or even education experts. We seek together a true answer to these questions, but no one seems to be answering. In my view, the answer lies in the change proposed in the pages of this book. For more, please read the book from the beginning.

By the title of this book "When the School Dies," I did not mean that schools in the Arab world are not fulfilling their required role to the extent that they seem non-existent. Rather, I also intended that there should be a complete and radical change through practical, studied, and wise methods, work plans, and strategies that will transform the current state of the school into a different form that enables us to fulfill our duties to our children and to our Arab world as soon as possible. We need to provide the necessary resuscitation operations so that they can come back to life again. For more, please read the book from the beginning.

The idea is that the biggest obstacle to reviving the school is the human mind and the lack of self-confidence that generates hesitation in finding solutions, and the weak personality that says, "We found our fathers on a community, and we are guided by their footsteps." It is also the absence of wise administration and sound governance that hinders work. For more, please read the book from the beginning.

I have a strong and complete belief that the Arab world is capable of...

Emerging with a new global educational model. For more, please read the book from the beginning. There is a pivotal question of utmost importance that forms a crucial turning point, potentially the most crucial, in the life of schools in the Arab world; this answer shapes the goal at the end of the roadmap. Either the school's head remains buried in the sand, missing out on development and self-criticism aimed at improvement, thereby leading to more decline and deterioration, or it raises its head to see the light, becoming capable of a realistic and true assessment of the weaknesses it suffers from; then it will harness its capabilities, history, status, and the expertise of its professionals to develop solutions in line with modernity and the changes the world is currently witnessing, as well as the new needs necessary for our sons and daughters in the coming years. The school would then develop a new educational system, change its approach, plans, and inputs to modify the expected outcomes, and return to its regional glory and global competitiveness. That question is: Should the school provide educational services, or should it offer educational and pedagogical value that enhances the abilities of sons and daughters, as well as the educational staff, and also elevates the parental capabilities from an educational perspective? For more, please read the book from the beginning.

Unfortunately, a wide array of indoctrination methods is prevalent in many schools in the Arab world. Examples of this include when punishment is one of the main threats that a teacher brandishes before their students to maintain discipline, thereby stifling their abilities, extinguishing their creativity, increasing their anxiety, and raising their tension, with fear of the teacher and the school becoming the prevailing norm; this is a type of indoctrination. Furthermore, when the school examination system, along with the subsequent classification of students as either smart or stupid based solely on exam scores without considering their other abilities and their work throughout the month, semester, or year, this too is indoctrination. For more, please read the book from the beginning.

The primary idea and service of the bank? It involves depositing money and then withdrawing it, with the withdrawal process being unaffected by who executes it, whether it is a machine or a bank employee who has no knowledge of why the money was deposited or why it was withdrawn. The employee will forget you once they attend to the next customer.

The customer that follows you in line, and the machine knows nothing about you nor will it recognize you except through the entry of your secret number. It won't ask you why you want to withdraw money; the important thing is that this is exactly what happens in many of our schools. There are numerous schools that implement the educational systems approved by our Ministries, which are based on the concept of mechanical learning. The teacher comes and deposits information in the students' minds in a forceful manner without any enjoyment and without the students interacting with it. They store it in their brains similar to how your bank balance is stored in the bank's computers. Then comes the exam day, and the students regurgitate or purge the information, only to forget it later, just like a bank employee forgets their customers and how much they withdrew and why they withdrew those amounts or that information.

For more, please read the book from the beginning. Let me ask you this question: what does a canning factory do? Let’s choose, for example, a tomato canning factory. What it does, quite clearly and concisely, 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. After that, they are moved to a third place to begin stuffing them into special cans, each with conditions controlled by the factory. The tomatoes have no control or power—they are simply gentle red creatures that follow orders. If any tomato steps out of line, the worker has two options: either crush and mash it, or force it back onto the line that will end in the canning process after its shape, consistency, and fate have been changed.

You know something? I believe that as you read the previous lines, you may have begun to imagine students inside a canning factory called school. Some of you have probably thought to yourselves, "You are right; our children are in a canning factory for more than twelve years, eventually coming out of the school gates canned with whatever the teacher desired and following the methodology set by the Ministry of Education, and they have been molded into the required consistency."

For more, please read the book from the beginning. Let me pose a question to everyone: to the teachers and the administrators specifically...

To schools, parents, ministers of education, and everyone: Do we need our children to stay in school for twelve years, only to graduate with a singular skill in life, namely memorization and rote learning of information (which they may not master initially)? Or do we want them to make the most of every moment in those twelve years to develop all their dimensions?

Do we want them to excel in analysis, synthesis, deduction, decision-making, time management, teamwork, and authentic communication with those around them? To foster love, generosity, understanding, and emotional management? To truly nurture their talents, desires, and unique attributes? To seek, create, refine, critique, and innovate knowledge? To build a safe relationship with themselves, their Creator, and those around them, as well as with the things God has created? To devise the best ways to utilize the knowledge around them and turn it into wisdom? To play, have fun, and ensure protection from any psychological or physical harm? To develop their knowledge and skills in entrepreneurship and voluntary work, and to solve the problems they encounter wisely and rationally, without anger and violence?

Do we aspire to enhance their humanity and their respectful coexistence with others, despite differences? To develop their ability to be balanced, adventurous, and daring with reason, not recklessness? To be ethical and creative, and capable of self-regulation without it being imposed on them? To discern right from wrong, and possess the ability to do good and avoid harm?

For further reading, kindly start from the beginning of the book. I understand that some educators might disagree with several ideas in this book, but I know that many of them will particularly oppose this specific notion. Conversely, I am certain that the Ministries of Education in many countries will disagree with most, if not all, of what is mentioned in the pages of this book. And truly, that is okay. All opinions are respected and valued. But the most important thing is that we all, with full cooperation, aim to find a path that allows us to responsibly guide this and future generations toward the comprehensive meaning of success in life.

To avoid prolonging, the term "schooling" for some means all the processes, methods, and tools used within the school and classroom aimed at achieving desired learning outcomes. However, I see that this term and its application in this manner is...

The decline of education in this century is caused by implementing approaches, policies, inputs, processes, and outputs conceived by educational ministries without due study, treating them as divine texts from which deviation is prohibited, and without genuine involvement of all educational stakeholders, particularly students, parents, educational experts, and positive influencers in society. This leads to an obligatory acceptance of all outcomes produced, which does not necessarily result in the success we desire for our children. If you wish, you may examine all the statistics that highlight the inadequacies of the final outcomes after years of schooling. These shortcomings are evident in our children when it comes to basic developmental needs, relationship systems, and their poor possession and application of life skills. For more, kindly read the book from the beginning.

The implementation of numerous developmental projects in human resources by Ministries of Education to keep pace with progress and modernization is one of its most crucial tasks. They allocate significant funds in their budgets and spend considerable amounts on these projects. However, the critical question remains: what is the impact of these projects on the quality and development of education in actual schools? The answer lies in the inversely proportional relationship we observe between the number of these projects and the quality of education in schools. The more projects there are, the more the level of education declines. A more concerning question is: why does this inverse relationship exist? For more, kindly read the book from the beginning.

It is imperative for me that schools also evolve within well-studied plans, employing smart and clear mechanisms of operation and evaluation methods for this process to reach a structural level that we aspire to as parents, nations, students, and educational experts. For more, kindly read the book from the beginning.

I understand that the task embodied in this idea, which I chose to highlight first due to its importance, is not easy. It represents a true revolution in the field of education across all schools worldwide. However, it is the cornerstone for revitalizing...

The modern school system today is essentially producing students akin to the people of the cave, who are bewildered by the vast chasm between what they learned within the school walls over twelve years and the realities, demands, and true skills of life. Let us, through this concept, compel schools to fundamentally and genuinely alter what they offer our sons and daughters in terms of inputs, outputs, policies, strategies, and tools. Let us thoughtfully consider the current facts of life and reflect them onto our educational systems with their policies, regulations, ideas, methods, and strategies. Avoid burying your head in the sand like an ostrich to escape the impending danger, convincing ourselves that we are safe from failure. We have indeed reached a point of failure, embodied by the death of school due to ostrich-like strategies and the retreat into outdated methods and curricula, which do nothing to genuinely prepare our sons and daughters for life nor make optimal use of the long years they spend in school without any real-life preparedness to succeed. To understand more, kindly read the book from the beginning.

No one disputes that technical education and mastering its industry with skill have become an integral part of life, not just in usage but indeed in creation. It has even become a national income source for many countries worldwide and a fundamental alternative for many governments to solve the problem of job unemployment. Instead of thinking about securing non-existent jobs for young people regardless of their educational level or university specialization, the focus has shifted to teaching skills such as programming languages, artificial intelligence, cybersecurity, big data, and more. Exporting this local expertise to all countries of the world, especially given the high demand for software industry jobs of all kinds, has become a significant requirement globally. Countries’ reliance on national income from exporting this industry is one of the largest sources of national income now, and it is continuously increasing in the coming years. For more information, kindly read the book from the beginning.

How long will this gloomy situation last? How long will this dilapidated cycle, which is costly to nations, continue? How long will the draining of energies, infrastructures, and national budgets last? How long will schools continue to graduate students to universities, and universities graduate jobless individuals into the community? This is because the womb of the Ministries of Education has failed to give birth to a bold-thinking official who dares to succeed in the idea.

A true and not merely superficial approach to the idea of vocational learning is crucial. The outdated educational model remains stubbornly fixated on rote memorization, which only exacerbates unemployment rates in societies. Is there no solution? Aren't industries evolving and adapting to change? Isn't education a form of industry as well? Doesn't this industry need development by taking advantage of technological advancements to overcome the calamities of the old school system and halt the bleeding that affects every facet of life? Isn't now the perfect time to shake off the dust of tradition, to discard the fear of innovation, to benefit from all that is useful and new, and to take a leading role on the global or at least regional stage, proclaiming to the world, "Here we begin presenting a new model of schools"?

For further detail, kindly read the book from the beginning.

In the last five years, many Arab societies have witnessed a terrifying behavioral regression that can be observed in the streets, courts, shops, driving behaviors, universities, within families, and everywhere else. From harassment and insults to rising crime and suicide rates, increased irritability in interactions, bullying in all possible places, loitering, imposing fees, and let's not forget the poor cooperation, lack of respect, gossip, slander, deception, lying, scams, and other dangerous and alien behaviors to our societies; the moral and ethical situation has surpassed the danger stage and entered the stage of collapse.

Let me begin this idea with an evident truth we witness day and night. The unacceptable behaviors we see in the streets and everywhere else are a reflection of the school's failure to activate an educational identity in practical ways within its walls over twelve years for every son or daughter passing through it. This failure is a true death manifesting in its inability to build systems of human values, basic ethics, and desirable behaviors in unified ways implemented by all educational staff, who should be held accountable for their shortcomings in applying such systems. These systems should be based on scientific methodologies that strengthen desirable behavior and eliminate undesirable behaviors.

For further detail, kindly read the book from the beginning.

The concept of school communities aims to increase the school's effectiveness in utilizing the diverse communities and experiences available to enhance its role.

Exchanging experiences and sharing tasks, and enhancing the roles of teachers, parents, students, administrative staff, educational counselors, and behavioral advisors by creating virtual communities. These school communities are divided into parent communities, which include all the parents whose children are part of the educational-behavioral communities. These communities can be established at the school level, though it is preferable to establish them at the national level, so they can act as one of the arms for developing schools and activating the positive role of the experiences available in each school across the country. An annual conference could be held for each of these school communities, along with meetings to enhance their effectiveness.

Furthermore, tools can be developed for monitoring, evaluation, and development of their operational mechanisms. Their effectiveness could also be increased through dedicated web pages to facilitate communication and comfortable interaction with the activities and creative ideas they present. For more information, please read the book from the beginning.

In addition, granting the necessary licenses and approvals to schools wishing to teach the Jordanian educational system for all age stages, from kindergarten to primary and secondary school, in all countries around the world, especially in Arab countries, without limiting them to schools established only in Jordan. This should be done within the necessary procedures, policies, and tools that ensure the desired quality and development. It is well-known that many Ministries of Education around the world set the policies, procedures, and tools that ensure the best expected outcomes and grant the necessary permissions and licenses to educational institutions and schools worldwide to teach their curricula and follow their educational paths, such as the British, American, French, and International Baccalaureate systems, and other global educational systems.

I won't hide from you the fact that I was surprised, and have been for years, by the substantial demand from numerous educational institutions in more than one country to obtain these licenses from Jordan. However, my greater surprise was that this system is not available in the Jordanian Ministry of Education. When a large number of the owners of these institutions contacted me asking about the basics of obtaining these licenses, they were astonished by my pressing answer. Their response was that the Jordanian school certificate still holds respect and appreciation in global institutions and universities. More importantly, there is significant respect and keen interest from parents in Arab communities in many countries around the world for the Jordanian school certificate, and they prefer their children to study and obtain Arab certificates. For more, please kindly read the book from the beginning.