The National Project for the Development of Pre-University Education "Creative Solutions and Future Vision" "NPDP-UE"

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Abstract:

The National Project for the Development of Pre-University Education (2030) aimed to propose creative solutions and future visions for the development of pre-university education through the following: Aactivating the creative capabilities of the teacher and student, which are gradual, methods of presenting and developing curricula, "quality of curricula" (traditional methods - creative methods - methods Modern).

Employing modern technology in curricula (smart screen - tablet - smart board - educational platforms). As supportive or assistive technology means only. Assistive/ Assistant Technology. Developing the teacher's professional competence through qualifying programs based on e-learning and video training programs.

Video conference, developing evaluation methods for exams (essay - objective - electronic), presenting international standards for the quality of education in some developed countries such as: Finland, Switzerland, Belgium, Singapore, the Netherlands, South Korea, Norway, Russia, Hong Kong, Japan, Malaysia. ...., establishing a classification center for the quality of education in schools and educational departments as a neutral body affiliated with the Ministry of Education, including the establishment of geniuses and outstanding competitions among school students, creating a stimulating educational environment "attractive school": equipping the place with appropriate capabilities - and controlling the numerical density in the second periods in schools, Expanding the establishment of schools for outstanding students in governorates and centers: It is possible to convert some ordinary schools to schools for outstanding students through some conditions, support and community participation: productive schools - civil society institutions - donations from those who are able.

Keywords: National Project - Pre-University Education - Creative Solutions - Future Visions.

Developing education is one of the current and future priorities of countries around the world. It is the basic foundation of any strategic planning for the future, and placing education on the list of priorities represents a developmental, social and demographic dimension for all peoples. The development of pre-university education requires a new qualitative leap, future visions and creative solutions for the quantitative and qualitative education. Project goals :

1- Rebuilding and developing the Egyptian personality, which is characterized by discipline and creativity, represented by: originality, flexibility, and fluency... and working to spread moral values.
2- Awareness of the importance of national identity.
3- Consolidating belonging to the homeland and the family.
4- Establishing behavioral, health, social, marital and professional awareness (teaching a course on behavioral guidelines for all educational levels).
5- Building a culture of work and production and reducing consumption among individuals.
6- Building a culture of controlling population growth.
7- Teaching ways to solve future problems in creative ways.
8- Building an education development system as a basic pillar for achieving sustainable development.
9- Digital transformation in education.
10- Transferring to community schools.

In this summary, I will briefly review the features of the pre-university education development project, the application of which the researcher will rely on the following: - Adopting the principle of gradualism in implementing the development of the educational process according to an annual plan.

- The financial and professional qualification of the teacher and the elements of the educational process.
- Preparing the school as an appropriate educational environment to receive the educational process: and ensuring that community activities are conducted at the school during holidays and official holidays.
- Activating the school discipline regulations: Commitment is made to apply the regulations to all students, parents, and teachers in all schools and educational complexes.
- For the kindergarten stage (teaching through play).
- For the primary stage: teaching using (traditional - technological - creative) methods (5%).

Introduction :

- For the preparatory stage: teaching using (traditional - technological - creative) methods (10%).
- For the general secondary stage: teaching using (traditional - technological - creative) methods (15%).
-Opinions are being taken about making the general secondary school, which consists of the first and second grades, regular grades, and the third grade for qualification for admission to universities, while opening the door to improvement once according to controls and fees, as well as the division into literary and scientific only.
- For the industrial, agricultural, commercial, hotel, and nursing secondary levels: linking these schools to production for projects and community service according to the productive schools project, opening divisions in them characterized by modern specializations and linked to the Egyptian and international labor market, and freezing specializations that are not required by the labor market.
- Regarding the teaching process in the academic levels, it is proposed to teach the military education course (one class per week to build a disciplined generation).
- For teachers, managers, and employees: their professional preparation is developed through e-learning programs and video conference programs, with a minimum of two courses per year.
- Establishing a center for polling opinions and receiving notes and suggestions: Its location is the Ministry and is linked directly to the Minister. It is dedicated to receiving notes, suggestions and opinions in the educational process as a form of community participation and has several emails and hotlines.
- Seeking international experts: from countries with advanced education systems, such as: Finland, Switzerland, Belgium, Singapore, the Netherlands, South Korea, Norway, Russia, Hong Kong, Japan, and Malaysia to develop educational programs according to the principle of gradual development.
- Taking some corrective steps in the educational process for students in the first year of secondary school by withdrawing the tablet from the students and installing it in the classroom so that every seat has a tablet and each student has his own number and his own tablet to learn on throughout the year inside the school only, and so on for the students of the following batches, while providing the classrooms with a screen. Smart board and smart board (if possible + regular whiteboard).
- Relying on modern technological means: (smart screen, tablet, smart board, educational platforms) as supports or assistants and not primarily in the educational process (if possible + the presence of a regular blackboard). It is possible to use modern technological means, including tablets, in exams, by gathering students and testing them at intervals and in only one place in each educational administration.

The place will be fully equipped, with experimental groups working to confirm the advantages and disadvantages of the application. After that, the experiment will be circulated if it is successful. –

* Note: A technology technician is used with the teacher if modern technological means are used.

- Publishing education development plans in international periodicals to apply for a classification for education that befits

the status of Egyptians and to obtain an appropriate Education Impact Factor.

The previous goals are achieved through the following ten points:

1- Activating the creative abilities of the teacher and student and it is gradual: There is no doubt that breaking away from the traditional templates of education has become an urgent necessity through the enormous and rapid changes that the field of educational work has witnessed and continues to witness throughout the world. Therefore, it has become important to develop the creative abilities of all individuals participating in the educational process.

2- In order for the development of creative abilities to bear fruit, it must target both teachers and students. In addition to the fact that developing students' creative skills is the main goal of promoting creativity in schools, this cannot be achieved without developing the creative abilities of teachers.

3- One of the basic components of developing teachers' creative abilities is their good preparation during the university education stage. Developing the creative abilities of teachers at this stage requires providing educational, interactive and innovative methods in their training processes, as this leads to raising their levels of self-realization and self-development.

4- Colleges of education can develop these skills by working on teaching and self-development skills and also evaluating them according to modern scientific principles and standards (Berikkhanova et al., 2015: 1142-1143). The importance of developing creative skills among teachers lies in the fact that the teaching profession is, by nature, based on creativity, because each student differs from the other in terms of temperamental components and the nature of the optimal path for developing his skills and abilities, as well as in terms of mental formation and psychological and emotional state.

5- The teacher's work also witnesses the change of the student groups he works with; In addition, given the unpredictability of the nature of relationships between students during the educational process, the teacher must have flexibility and the ability to change and adapt his work methods accordingly. The teacher can be described as an "artist" in performing his professional role; Therefore, it is necessary for him to have a sufficient level of creative skills that enable him to perform teaching activities and bring about change in them in a creative way in accordance with the needs imposed by different educational situations.

A teacher with a high level of creative skills is characterized by his constant striving to enrich his teaching performance and make it more innovative and enjoyable for students, which makes learning experiences more attractive and realistic (Lin et al., 2012: 194).

6- As for students, developing their creative skills requires providing an interactive learning environment that encourages them to participate and discuss learning topics. According to what is scientifically and practically proven in the field of educational work, by providing learning environments that enhance the growth of creative skills, students' levels of academic achievement can be improved (Abbasi & Mir, 2012: 573).

7- The extent of success in promoting creativity and developing creative skills in school is affected by the characteristics of the teacher.

8- There is a link between clarity of orientation towards learning goals and the teacher's ability to apply teaching practices that enhance creativity.

9- Other characteristics of the teacher that play an important role in enhancing students' creative skills include IQ (whether personal intelligence or intelligence in relationships with others), level of motivation, personal values, hard work, desire for difference, breadth of culture, and self-confidence (Chan & Yuen, 2014: 70).

10- In order for the teacher to be able to successfully develop the creative skills of his students, it is not enough to train them to use them. Rather, what is more important is to teach them the general methods of how to use and employ these skills. This includes teaching students how to use creative thinking skills, the appropriate timing to use them, and determining the appropriate circumstances to use these skills; Teaching students these skills in this way will enable them to use creative skills not only in educational contexts but also in any other life contexts (Eragamreddy, 2013: 131).

11- Among the creative skills that must be developed among students and teachers alike are divergent thinking skills, which is the ability to generate multiple solutions and alternatives. It is scientifically and practically proven that divergent thinking skills are an essential component of creative performance.

12- In addition to divergent thinking skills, it is also important to develop convergent thinking skills. In contrast to divergent thinking skills, convergent thinking skills are the process of arriving at the most correct and appropriate single solution to a problem or question (Ritter & Mostert, 2017: 246-247).

13- Based on what was previously reviewed, it is clear how important it is to develop the creative abilities of both teachers and students to enhance the levels of quality and efficiency in the entire educational process.

14- The reason for this is the importance of creativity in changing the elements of the educational process in line with the continuous changes in educational needs. In addition, it is clear that good and effective teacher professional development is the cornerstone of enhancing students' creative abilities, as students' skills in general are affected by the teacher's personal skills and characteristics.

15- The creative abilities of the teacher and student are activated in a gradual manner. In the primary stage, the use of creative and innovative abilities is at a rate of (5% - 10% in the middle stage - 15% in the secondary stage), which is represented in: proposing and applying creative solutions and ideas in lessons, curricula and curricula - establishing a creativity and innovation center. In every school and group, in every educational administration - and educational directorate - and in the Ministry).

Recommendation: Establish a creative and innovative capabilities unit in every school, educational administration, directorate, and ministry. The program on the creative abilities of the teacher and learner is ***included in Appendix (1).***

2- Methods of presenting and developing curricula "quality of curricula" (traditional methods - creative methods - modern methods). When talking about any standards or requirements for achieving quality in the field of educational work, the curriculum must be at the center of the discussion.

Methods of presenting and developing curricula are considered one of two essential elements without which efforts to develop and reform the educational system cannot be achieved (the other element is the teacher's teaching performance). Methods of designing, developing, and delivering curricula have witnessed tremendous advances with the development of thought and practice in the educational field.

These changes were reflected in the degree to which teachers and students were integrated into the processes of designing and developing curricula. Traditional methods of presenting and developing curricula are based on the idea that knowledge is fragmented into multiple, dispersed parts but organized through disciplines and fields, such as mathematics, science, and physics. Through these methods, specializations and fields are also classified into groups; For example, a number of subfields fall under the field of social studies, such as history, geography, economics, and sociology (Gasque, 2016: 254).

In addition, in traditional approaches and approaches to curriculum development, no input from students is sought and their opinions or actual needs are not considered during discussions of curriculum development until after all stages of curriculum development have been completed; Even when technological components and elements are introduced within the curriculum, it is possible to consider feedback from students about the ease of use of these components and elements, but they are not involved in the initial design processes for them (Israel et al., 2013: 54-55).

Traditional methods of curriculum design and development differ from modern responsive methods, as the latter take into account continuous changes in educational needs. While traditional curriculum design processes take three to six months, responsive curriculum design often takes longer; Responsive curriculum design is also more oriented toward improvement and development and less oriented toward mere judgment (Ameyaw et al., 2017: 575).

With the development of methods for developing and developing curricula, what is known as electronic educational materials emerged. Curricula of this type are characterized by their facilitation of producing more quality and efficient educational contents. However, it must not be overlooked that there are many shortcomings in developing and providing this type of curriculum. One of the most important problems facing the use of this type of curriculum is the need for teachers to have a high level of proficiency in using and dealing with information and communications technology, which may be difficult to have in educational work at the present time (Repnik et al., 2012: 236-237).).

Developing modern curricula requires looking at the development process as a process that must serve the purpose of meeting the needs of students and improving the results of their learning process. In addition, it is very important that curriculum development processes are not intermittent, but rather they must be in a constant state of activity and continuity so as to absorb the flows of all new ideas, proposals and developments. Curriculum development processes must also be adaptive to ongoing changes in educational work communities and in human societies in general (Alsubaie, 2016: 107).

The success of presenting and developing the curriculum also depends on the role of the teacher. It is necessary to integrate the teacher into the various stages and steps of educational reforms and developments so that the efforts made in educational programs are crowned with success, and this includes improving the quality of curriculum development.

Effective curriculum development requires enhanced cooperation between teachers and local educational authorities; The teacher is also the most important element in improving the efficiency of curriculum presentation. Throughout all this, teachers' perceptions, attitudes and beliefs about curriculum reforms must be taken into account (Mulenga & Mwanza, 2019: 32).

When looking at what was previously presented, it can be clearly and clearly observed that successive developments in the field of educational work have made the processes of designing, developing and presenting curricula more effective, efficient and compatible with the actual learning needs of students.

Curriculum development processes have become more integrated with the roles of students and teachers, making the curricula more closely aligned with the needs of students and the rapid and continuous changes in the variables surrounding educational work. Therefore, enhancing the quality of education today requires attention to modernization in methods of designing and developing curricula.

Recommendation: Establish a curriculum presentation and development unit, "Curriculum Quality" (traditional methods - creative methods - modern methods) in every school, educational administration, directorate, and ministry.

In Appendix (2) there is a program on methods of presenting and developing curricula (traditional methods - modern methods).

3- Employing modern technology in curricula (smart screen, tablet, smart board, educational platforms) as supportive or auxiliary technological means only.

Assistive/ Assistant Technology During the current century, the field of educational work has witnessed a growing and fast-paced trend towards integrating modern information and communications technology technologies as an essential part of the daily work of teachers, due to the enormous possibilities it provides, the most important of which is improving the way educational contents are presented, the application of pedagogical methods, and the integration of students into classroom activities. The most important modern technologies used in educational work today include the smart screen, the smart board, and smart mobile devices of various types (the most important of which are tablets, i.e. tablet devices).

Digital tabletops are considered one of the important modern technologies whose use has become a contributing means to improving the quality of teaching performance. Digital tabletops are multi-user, multi-touch tablets that combine both user interactions and digital multimedia use; These tools are characterized by their promotion of participatory learning, their facilitation of joint educational applications, and the possibility of innovatively designing learning tasks (Seedhouse & Knight, 2016: 18). Special computer programs can be used to enhance the effectiveness of digital tabletops in implementing specific learning tasks.

Through these programs, data can also be collected about students' interactions in order to analyze the behavior patterns of their interaction with this type of educational technology. Digital tabletops are characterized by the many types of educational materials that can be used with them, which include audio and visual content, as well as tangible materials, which can be employed and used in interactive tasks. Educators have also recently increased their reliance on employing mobile device technologies in educational activities.

Due to the enormous capabilities and ease of use offered by these devices, the reliance of educational activities in schools on the use of traditional computers has decreased significantly. Mobile devices are of interest to students in general, and children in particular, as using these devices allows them to learn through methods that are natural to them, such as touching the screen, retrying, experimenting, and the freedom to make mistakes (Papadakis & Kalogiannakis, 2017: 257).

Tablets are considered one of the most important modern mobile devices used in the field of education. The use of these devices has witnessed a significant increase during the current decade due to their many advantages, such as light weight, enhancing independence in learning, portability and interactivity, as well as their educational and pedagogical benefits. In addition, the use of tablets can facilitate learning in and outside the classroom and provide students with multimedia-based learning materials and interactive learning resources; Its technological capabilities also provide students with more opportunities to communicate and collaborate in learning (Mulet et al., 2019: 2).

Perhaps the most prominent tablet device used in educational activities today is the iPad produced by Apple. The iPad features many unique capabilities that were not available in any other device before it. It contains the characteristics and features of personal computers, but in addition to a number of other important features, such as multi-touch capabilities and the huge number of various applications available; In order for the teacher to be able to use this device effectively, he must fully and fully understand its advantages and shortcomings and design activities accordingly (Hutchison et al., 2012: 15-16).

In addition to this, the smart board is one of the emerging technological technologies in the field of education and in various study resources. A smart board is a touch-sensitive panel that is used in conjunction with a computer or projector. The smart board makes it easier for teachers and students to deal with digital content interactively while teaching.

Due to the many possibilities of this educational method, it has positive results on the level of performance in learning and also the level of motivation for learning and achievement among students (Şengül & Türel, 2019: 102).

Based on what was reviewed, the many positive effects of integrating ICT in the field of education stand out; Through the use of technologies such as digital table tops and the smart board, the teacher can enhance the degree of student interaction in classroom learning activities and make them more enjoyable and interesting for them. In addition, mobile devices have become one of the most important forms of integrating technology into educational work, due to the many features available in them that are not found in other technological means. Perhaps tablets are the most important and prominent of these devices. *Recommendation:* Establish a unit for employing modern technology in the curricula in every school, educational administration, directorate, and ministry.

In Appendix (3) there is the program for employing modern technology in the curricula (smart screen - tablet - smart board - educational platforms).

4- Developing the teacher's professional competence through qualification programs based on e-learning and training programs via video conference.

Professional development for teachers has always been an important and basic requirement for improving the quality and efficiency of the educational process. Without a good teacher, the curriculum cannot be presented to students as desired and hoped for, even if the curriculum is developed according to scientific standards of quality.

Recently, modern patterns of professional development for teachers have emerged, the most important of which is based on e-learning via the Internet. It has been scientifically and practically proven that this type of program can achieve positive results in practical educational reality. There has been increased interest in developing the professional competence of teachers through qualification programs based on e-learning, as it is an option that allows learning and training at any time and in any place.

Thus, it allows teachers to participate in professional development activities without overlapping between work and personal responsibilities; It allows teachers to practice and learn even with their busy schedules; In addition, another important advantage of this type of training is the possibility of obtaining forms of support that are not available through any other means (Dash et al., 2012: 3).

In this type of vocational training, the main focus should be on the educational aspects rather than the technology itself. E-learning-based vocational training modes include providing educational and training content via the Internet and creating discussion forums to support the participation of trainee teachers; As for practicing teachers, training programs based on e-learning include meetings with other teachers (either individually or in groups), which in itself is considered to enhance interaction and support between teachers in cyberspace (Prestridge & Tondeur, 2015: 200-201).

Professional development through e-learning is also considered one of the most important components of continuing professional development in the educational field. It has been scientifically and practically proven that providing continuous development via the Internet is linked to an increase in the level of the teacher's ability to work and an increase in the possibility of retaining him in a job position. Online education and training also leads to trainee teachers achieving better results compared to those who undergo traditional vocational training programs.

This type of professional development also enhances communication and participation among trainee teachers even after the end of the training program period (Erickson et al., 2012: 23).

E-learning technologies are used to create what are known as virtual professional development communities for teachers. These communities use a number of technologies and methods to enhance the quality of learning and training activities, such as discussion groups, course management software, and collaborative and asynchronous modes of creating and modifying textual content, such as wikis and blogs; These communities also rely on a number of other technologies that are more interactive, such as video conferencing programs (such as Skype) and social media (McConnell et al., 2013: 269).

In addition, the use of e-learning systems gives teachers greater flexibility in joining other online learning communities, thus providing additional learning opportunities that may not necessarily include active participation. Relying on digital media also facilitates the transformation of knowledge exchanged between trainee teachers into collective and comprehensive knowledge that all participating trainees can benefit from. Building this type of knowledge requires designing and implementing knowledge sharing activities as well as directing these processes towards achieving the common general goals of training (Macià & García, 2016: 293).

When looking at what was reviewed and discussed, it becomes clear how superior the patterns and programs of professional development for teachers based on e-learning are compared to traditional ones.

Because this type of professional development program relies on Internet connectivity, it allows a greater degree of interaction and communication between trainee teachers and makes the exchange of information and knowledge more effective, efficient, and rapid.

In addition, this type of training program can be used as a complementary element of integrated teacher training programs.

Recommendation: Establish a unit for developing the teacher's professional competence with qualifying programs based on electronic learning (E-Learning) and training programs via video conference in every school, educational administration, directorate, and ministry.

In Appendix (4) there is a special program for developing the teacher's professional competence through qualifying programs based on e-learning

5- Developing evaluation methods for exams (essay - objective - electronic). It is not possible to know the extent of the success of implementing existing educational systems without appropriate and effective methods for measuring the results achieved in the teaching and learning processes.

Here comes the importance of evaluation methods, of which examinations of all kinds are the most important. Through examinations, educators can measure the extent to which students have understood what they have learned and practiced in classroom lessons and the effectiveness and efficiency of the educational strategies applied by their teachers. In terms of their format, the exams are divided into paper exams and electronic exams.

It has been scientifically and practically proven that both types contribute to positively impacting students' academic achievement levels. Despite this, there is still a heated disagreement between researchers and educators about the extent to which one type is superior to the other as a method of administering exams. However, paper-based exams are the ideal choice for educators if the purpose of the exam is to test language skills, while electronic exams are the ideal option if the test includes the use of forms (Alzu'bi, 2015: 208).

To improve the quality of the educational process, it is necessary to pay attention to student evaluation, whether through paper or electronic methods. Exams of all types go through three main stages: the registration stage, in which the test is prepared and those who will be tested are registered, the examination stage, in which students answer the exam questions, and the notification stage, in which students are informed of the grades they obtained in the test. (Dreier et al., 2015: 4).

There are many advantages to using traditional paper-based essay tests; Perhaps the most important of these is that it is an economical option due to its low cost compared to computer-based tests, which require specific equipment and programs to be performed. Paper-based tests can be performed quickly and easily; Due to the nature of these tests, they can be conducted in any educational context and in all schools of all types, levels, operating systems and the countries in which they are located (Nosworthy et al., 2013: 3-4).

As for electronic exams, as is the case with any modern educational technologies, there are many advantages and disadvantages to using them, the most important of which can be summarized as follows: Table (1) shows the advantages and disadvantages of using electronic examination technologies Advantages Disadvantages:

1. Premium user interface content; This includes dynamic presentation of exam content.
1. Lack of well-controlled environments, as answers to tests may be given at different times and places; It may be conducted by someone other than the targeted person; The targeted person may sometimes send his answers more than once.

2. Expansion of the user community, as online electronic tests can be used to test a larger and more diverse number of students. 2. Reliance on computer hardware and software; These components are constantly exposed to their performance being negatively affected. This, in turn, may negatively affect the time it takes to conduct the test. 3. Make tests more standardized and standardized; That is, the tests are presented in the same manner, format, and timing. 3. Relying on computer screens, as this would lead to greater student stress during the test compared to paper-based tests. 4. Calculating grades and final grades online, which makes obtaining feedback faster. 4. Difficulty in reconciling and integrating electronic tests with paper tests. 5. Increase accuracy; This is done by reducing the exposure of the processes of developing, conducting and evaluating tests to the human error factor.

5. Problems related to maintaining the confidentiality of information. Source: (Retnawati, 2015: 135-136). Based on what was reviewed, the great importance of examination evaluation methods in improving the quality of the educational process is clear.

It is also clear that there is no conflict between paper-based essay exams and electronic objective exams. Therefore, it is best when designing systems for evaluating student performance levels to combine these two types of methods, given the effectiveness of each of them in measuring specific types of students' skills and abilities.
Recommendation: Establish a unit for evaluation methods for examinations (essay - objective - electronic) in every school, educational administration, directorate, and ministry.
In Appendix (5) there is a program on evaluation methods for exams (essay - objective - electronic).

Reform Initiative 2011); According to the standards document established to implement this reform, the majority of focus in curriculum design has become focused on the quality of content, developing students' competencies, and on results and outcomes. However, it is noted that these criteria for curriculum reform have neglected the nature of the development processes themselves (Sundberg & Wahlström, 2012: 351).

Another pioneering experience in the field of setting effective standards for curriculum development is also the Finnish experience. Finnish standards differ somewhat from those set in neighboring Nordic countries with regard to the relationship between content, objectives and learning outcomes; This is that the standards for learning contents and assessment established in order to ensure good performance are defined in more detail; The learning objectives set for the Finnish curriculum are more long-term and focus more on instilling values and social norms in students (Tian & Risku, 2019: 1-2).

6- Presenting international standards for the quality of education in some developed countries such as: Finland, Switzerland, Belgium, Singapore, the Netherlands, South Korea, Norway, Russia, Hong Kong, Japan, Malaysia....

It is useful, as part of efforts to develop and reform education, to review the standards of educational quality followed and applied in the world's leading countries in the field of education.

Through this, it is possible to identify cases of countries that have raised their levels of quality of education to high levels globally and learn the reasons for their superiority compared to the majority of countries in the world. By reviewing these standards, it is also possible to identify the specific aspects of the educational process that require the greatest amount of attention and efforts by educational institutions.

It is not possible to talk about global educational standards without talking about the American experience, which witnessed the development and implementation of one of the most important sets of educational quality standards in the world, the Common Core Standards, which is considered one of the most prominent initiatives to reform the educational system in the United States. One of the notable developments provided by these standards is the consideration of teachers' opinions and ideas in designing, developing and presenting educational standards compared to previous educational reform initiatives (Young, 2015: 25).

In Europe, Sweden is considered one of the leading countries in the field of education and also in the field of applying standards to ensure its quality. During the past years, many educational standards for curriculum development have been introduced (Swedish Curriculum

In some cases, the educational system may rely mainly in improving its quality on ensuring consistency with quality standards established, followed and applied around the world, in addition to the quality standards of education set locally.

This would provide the educational system with more comprehensive and diverse quality standards; Several countries have come to rely on this philosophy in evaluating the quality of their educational performance, the most important of which in the Arab world is the United Arab Emirates. The UAE has emerged as a star in setting standards for quality education.

In the Emirate of Abu Dhabi, public education schools adhere to standards of educational excellence similar to those set in the world's leading countries in the field of education.

The Abu Dhabi Education Council continuously supervises the implementation of educational inspection rounds for the purpose of identifying strengths and weaknesses in school performance levels. The Council also presents the results of external evaluations to school principals and members of educational boards for the purpose of directing them towards evaluating educational performance in accordance with those standards (Badri et al., 2016: 438).

Based on what was reviewed and discussed above, it is possible to build on the experiences of the world's leading countries in the field of education in developing and improving the quality of the educational process.

Perhaps the most prominent observation that should be noted is that the main focus of the leading countries in the

field of education when setting standards for the quality of education is to improve the quality of their curricula. However, the importance of the role of teachers in improving the quality of the educational process must not be overlooked. In addition, it is also important to use successful global models as examples that can be emulated or emulated when embarking on any efforts to develop and reform the educational system.

Recommendation: Establish a special program unit to present international standards for the quality of education in developed countries.

In Appendix (6) there is a program for presenting international standards for the quality of education in developed countries such as: Finland, Switzerland, Belgium, Singapore, the Netherlands (2018)...... South Korea, Finland, Norway, Russia, Hong Kong, Japan (2019)......

7- Establishing a classification center for the quality of education in schools and educational departments as a neutral body affiliated with the Ministry of Education, including establishing geniuses and outstanding competitions among school students.

The role of educational institutions is not limited to the traditional goals of educating students and working to raise their levels of performance in various academic subjects, but other important goals that must be achieved in the educational field include discovering, nurturing and adopting unique and innovative ideas by teachers and students alike.

Achieving these goals requires the establishment of classification centers at different administrative levels in the educational system (school, local educational administration, or ministry) that are responsible for sponsoring innovative ideas by talented teachers and students. Raising the level of educational quality requires attention to adopting new and innovative ideas that will improve the level of efficiency of educational administration, by enhancing administrative creativity in the educational system as a whole.

This may require the establishment of sub-units or departments affiliated with central educational institutions whose primary mission is to adopt new and innovative ideas presented by teachers. These units must undertake a number of measures to enhance teachers' administrative creativity, the most important of which are as follows (Nwoko, 2017: 2-3):

1. Encouraging teachers to submit ideas while ensuring that they are studied and respected.

2. Creating an appropriate climate to enhance the exchange and discussion of information and ideas between teachers.

3. Encouraging teachers to discuss freely among themselves in order to motivate them to present creative ideas.

4. Providing material and moral support to creative teachers and also sponsoring creative projects.

5. Allowing flexibility to accept the possibility of errors and failure in projects.

6. Providing sufficient independence so that teachers can freely suggest new ideas. Implementing this set of requirements requires that central educational institutions make sufficient efforts that would facilitate the search for and discovery of creative and innovative ideas among teachers and also transform them into an applied reality in educational work systems at the macro level.

It is necessary to have administrative and financial structures through which the culture of creativity and innovation can be promoted and teachers encouraged to submit positive proposals that would raise the level of efficiency in the educational work system.

As for students, in order to classify and nurture their creative and innovative ideas, innovation centers must be established in schools, in order to support and adopt the ideas of gifted and talented students.

These centers must provide students with information, expertise, technical support, and related services in order to support them in reviewing the promising usefulness of their ideas, in addition to registering them as patents (Alfaqeer & Baioumy, 2019: 77).

Despite the promising and enormous benefits of establishing classification centers that support students' talents and innovations, there are many obstacles that make the success of their work difficult, especially through Arab educational systems.

There is a great deal of disregard for the innovations proposed by innovators in general and students in particular. In addition, there are many negative factors that hinder the discovery and adoption of creative ideas among students, the most important of which is the culture of school work, which usually does not pay sufficient attention to creative and imaginative ideas (Gamer & Hadi, 2017: 183).

In addition, establishing innovation centers or supporting talent in schools and educational institutions is not an easy matter; It requires the availability of a number of basic components: It is important that educational institutions are keen to create a culture of creativity and innovation in the educational system as a whole.

Therefore, educational policy makers must adopt and use appropriate leadership skills to promote innovation; This would encourage teachers and students alike to create and present innovative creative ideas and motivate them to experiment, learn, grow and succeed in rapidly changing educational environments (Algabbaa, 2015: 115).

Based on what was reviewed previously, the degree of importance of establishing independent centers and bodies that support creative and innovative ideas by teachers and students alike is apparent.

The importance of creative and innovative ideas for each category lies in different aspects. As for the ideas proposed by teachers, their importance lies in the fact that they can be employed and applied directly for the purpose of improving levels of administrative performance at all administrative and organizational levels in the educational system as a whole.

As for students' ideas, they can be adopted within the frameworks of discovering gifted people as well as promising inventions.

Recommendation: Establish a unit for the Education Quality Rating Center in schools and educational departments as a neutral body affiliated with the Ministry of Education, and establish competitions for geniuses and outstanding students among school students.

In Appendix (7) there is the program for establishing a classification center for the quality of education in schools and educational departments as a neutral body affiliated with the Ministry of Education, and establishing competitions for geniuses and outstanding students among school students.

These equipment include educational materials, school buildings, bathrooms, and any other component of the school infrastructure that, in one way or another, affects the level of learning efficiency of students (Akomolafe & Adesua, 2016: 38).

Improving the level of quality of the educational process also requires providing the necessary and sufficient resources to improve the quality of learning experiences, and this includes providing knowledge libraries, computers, and paper books. Providing these resources contributes to enhancing students' readiness to use modern technology and raising their levels of academic achievement.

In addition, adequate provision of resources contributes to narrowing gaps in academic achievement levels among students (Kenayathulla et al., 2019: 40).

Although preparing classrooms requires a large amount of resources, what requires a greater amount of resources is maintaining appropriate performance levels for classrooms in accordance with the objectives of the educational process (Ally & Samaka, 2013: 15).

It is also necessary to pay attention to aspects related to the degree of overcrowding and overcrowding of classrooms, as controlling the number of students in classrooms and keeping it at specific levels is considered one of the most important components of the optimal functioning of the educational process.

8- Creating a stimulating educational environment "attractive school": equipping the place with appropriate capabilities - and controlling the numerical density in the second periods in schools.

The educational process is characterized by the high amount of resources required to manage it successfully, effectively and efficiently. Therefore, it is necessary to provide all types of equipment and capabilities necessary for the conduct of school activities (both curricular and extracurricular) in accordance with the general objectives of the school and the educational system as a whole.

The resources and equipment required to be provided in schools are varied in terms of spatial scope. Some of them are within the classroom and some are within the school as a whole. They also differ in terms of purpose, some of which have educational symptoms and benefits, and some of which have other general purposes.

In general, school equipment includes all the physical components that facilitate effective teaching and learning processes; School equipment includes classrooms, school laboratories, workshop halls, libraries, equipment, consumables, electricity, water, audio-visual educational aids of all kinds, chairs, tables, playgrounds, storage halls, and bathrooms (Asiyai, 2012: 193).

The quality of education is linked to improving the efficiency of students' learning processes, and the learning efficiency of students is in turn linked to the degree of availability of material equipment in the school as a whole.

As has been scientifically and practically proven, failure to manage and control the numbers of students in classrooms has a significant negative impact on the quality and efficiency of teaching and learning processes.

The reason for this is that each student in the class needs to receive individual attention from the teacher, and overcrowding leads to a failure to achieve this (Sefeane, 2013: 7).

In a similar context, school administrations must pay attention to managing the numbers of students in classrooms in schools that apply the second period system, or what is known as the evening school shift, as students in this type of study schedules are in dire need of providing all the factors that prepare them to make learning experiences More useful, efficient and fruitful; It is possible to manage the numbers of students in classes in the second periods by taking advantage of the relative decrease in attendance rates compared to the morning periods and distributing students to classes in smaller groups.

Other necessary resources that must also be available include teaching aids of various types, as well as providing sufficient numbers of well-prepared, qualified, and trained teachers. The availability of all these resources requires that schools have sufficient financial resources (Makori & Onderi, 2013: 174).

Based on what was mentioned above, it is clear that there are many resources that must be provided in schools in order to ensure that the educational process proceeds in

accordance with the set goals. It is clear that school equipment and resources are not only necessary to ensure that the educational process proceeds as expected, but they are also necessary to ensure students' comfort and meet their curricular and extracurricular needs.

In addition to the necessity of providing educational requirements such as laboratories, school laboratories, and technological educational aids, other non-educational resources must also be available, such as bathrooms, water services, and electricity.

Recommendation: Create a special unit for the stimulating educational environment "the attractive school."

In Appendix (8) there is the program for the school: such as equipping the place with appropriate facilities - and controlling the numerical density in the second periods in the schools.

9- Expanding the establishment of schools for outstanding students in governorates and centers: It is possible to convert some regular schools to schools for outstanding students through some conditions. Improving the quality levels of the educational process requires working to meet the needs of students from different groups and paying special attention to those with special educational needs. Special education students are not the only ones to whom programs and support should be provided.

There are also gifted and talented students. This category of students needs special attention to their needs in order to be able to exploit and invest in their abilities and skills through which they can achieve success and excellence, whether during their academic lives or the subsequent stages of their professional lives.

Therefore, it is extremely necessary to establish special centers for outstanding and gifted students, as the needs of these students are diverse and require special attention due to their complexity and difference from those of their ordinary peers. Among the many most important needs of these students are the following (Alfaqeer & Baioumy, 2019: 68-69):

1. Material needs: This category includes sensory and motor needs, developmental needs, and the need to develop superior imagination skills.

The latter is considered a material need because its development is based on the necessity of presenting physical problems on the ground and motivating students to solve them. In addition, it can contribute to developing students' creative problem-solving skills.

2. Social needs: Developing these needs requires providing opportunities for students to contribute to their communities effectively, developing and implementing educational programs and activities directly related to the needs of society, providing multiple methods to develop students' communication skills, leadership skills and methods, and enhancing their comprehensive understanding of problems. Society, and providing them with opportunities to invest their mental and emotional abilities in solving daily problems that they may face in their communities.

3. Cognitive academic needs: Meeting this category of needs requires applying a number of methods, such as providing information that stimulates students' skills in remembering and retrieving information, diversifying the various activities provided, enriching the curriculum, and providing educational opportunities through which students can suggest Hypotheses and testing their validity, working to provide them with experimentation skills, scientific research skills, developing self-learning skills, and training them to apply their knowledge in solving many life problems.

In schools for outstanding students, care must also be taken to provide appropriate educational programs appropriate to the levels of students' abilities and skills, perhaps the most important of which are educational acceleration programs.

Acceleration programs are divided into two categories: acceleration according to educational stage and acceleration according to academic subject. In the first type, schools reduce the number of years of study that students enroll in high-achieving schools compared to those in general education schools. As for acceleration according to the academic subject, students are provided with advanced educational content earlier than is the case for ordinary students (McGrath, 2019: 45).

Not all initiatives and efforts to meet the many special needs of gifted and talented students are based on establishing their own independent schools. Rather, in many cases, their own departments are allocated in general education schools.

One of the most important forms of implementing this is what is known as pioneer centres.

Pioneer Centers are educational institutions established within general education schools whose main mission is to work to meet the special educational needs of this category of students.

The Hashemite Kingdom of Jordan is considered the most prominent Arab example of establishing pioneer centers. In these centers, a greater amount of knowledge is provided to students, their cognitive skills are developed, and they are helped to understand themselves better, by providing them with enrichment programs that provide them with new educational opportunities. Pioneer Centers are distinguished by the multiplicity of enrichment programs implemented in them. These programs include research projects, scientific trips, competitions, exhibitions, summer programs (particularly those that include volunteer activities and work), lectures, and camps (Al-Zoubi, 2014: 23).

The most important advantages of establishing Pioneer Centers for gifted and talented students lie in a number of points, the most important of which is that it is not based on the idea of separating gifted and talented students from their peers, as Pioneer Centers are often located in general education schools (they carry out their activities after school hours).

It is particularly concerned with providing enrichment programs as complementary components alongside the academic curriculum, with the aim of meeting the cognitive, emotional, creative, and psychomotor needs of students, in addition to developing their higher-order thinking skills.

In view of what was previously discussed, the importance of educational officials directing their interest and attention towards meeting the needs of gifted and talented students becomes clear.

Given the high level of promising potential of this category of students, care must be taken to discover them and work to reach them in various geographical areas. This requires attention to establishing centers for their care in centers and governorates.

It is preferable for these centers to be located within public education schools, in order to prevent the possible social harm that may occur as a result of their complete separation from their ordinary peers.

Recommendation: Establish a special unit to expand the establishment of schools for outstanding students in governorates and centers.

In Appendix (9) there is the program for the school: such as equipping the place with appropriate facilities - and controlling the numerical density in the second periods in the schools.

10- Community support and participation: productive schools - civil society organizations - donations from those in need.

One of the effective ways through which the level of quality and efficiency of the educational process can be raised is to mobilize external support from the community. Sometimes educational institutions or schools are not able to meet the needs of their educational process as desired; Therefore, the support of civil society, individual donors and organizations for the efforts of the educational process is considered an urgent necessity in many countries of the world to support the efforts of schools.

Even if schools do not suffer from insufficient resources, support would provide additional resources that contribute to improving the efficiency of the educational process. In many cases, schools cannot function and perform to their full potential without obtaining sufficient support from external sources. Financial donations are considered one of the most important forms of this support.

There are many sources from which schools can obtain support and donations, such as the local community and non-governmental organizations, both local and international (Roka, 2014: 57).

One of the most prominent ways to provide financial donations to schools is the purchase and provision of technological equipment, the most important of which is computers. In addition, one of the effective ways to provide support to schools is what is known as "lease-to-own" programs, which are offered by many civil society organizations with the aim of making it easier for schools to provide and meet their needs for technological equipment through easy procedures for selling the equipment (Bachmann et al., 2018: 107).

However, it is important to monitor and direct expenditures received from donations and national projects to support education wisely, as without this it is not possible to raise the quality of performance in schools.

There are many examples globally of this. For example, Nepal has witnessed the launch of many national programs and initiatives to support education, in which a large part of the efforts included donations from external partners.

Despite these diligent efforts, they mainly led to an increase in the number of school buildings and the number of students enrolled in schools, but this increase was not accompanied by an increase in quality levels, as the quality level in private education is still higher (Karkee & Comfort 2016: 2).

for the educational process to proceed as hoped. In many cases, the resources available to the government or educational institutions may not be sufficient to provide the necessary school facilities and equipment to meet the needs of students.

Through the combined efforts of non-governmental organizations of various nationalities, as well as interested and capable individuals, part of the burden of providing resources that must be provided to schools can be lifted from the shoulders of educational and governmental institutions.
Recommendation: Establish a special unit for community support and participation: productive schools - civil society organizations - donations from those in need.

In Appendix (10) there is the program for community support and participation: productive schools - civil society organizations - donations from those who are able.

Here a very important problem arises, which is the degree to which community support is linked to achieving higher levels of quality and efficiency in the educational process.

Financial support and donations from the community may not necessarily be linked to improving the levels of school performance in the schools that receive it, due to the inefficient allocation of resources. Therefore, it is necessary for the field of work of civil society organizations to be educationally oriented so that they have sufficient awareness and understanding of how to optimally allocate their resources to developing education.

There are many educationally oriented civil society organizations; What helps these organizations play an effective role in supporting efforts to improve the quality of the educational process is that they are the organizations most capable of collecting donations from local and foreign charitable organizations for educational purposes.

Therefore, these organizations are the most community-based and non-governmental organizations that have a positive impact on the levels of quality and efficiency of education and educational work (Spires et al., 2014: 72).

When looking at what was previously reviewed, it can be said that community support can often constitute a necessity

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