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MY VISION IN REFORMING AND DEVELOPING EDUCATION WITHIN THE DOCTRINE OF REALITY AND THE DOCTRINE OF PRIORITIES

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Introduction

The philosophy of education in any developed country is connected to the development of society and its improvement, for simple reason; is that the educational institutions are the first source and the essential source for building capacities and skills. Developing and improving the performance of individuals in society. Building man is the duty of educational institutions and the difference between the developed societies and third world societies is the difference between the individual in both societies, by what he holds of science, thoughts and culture, and his ability to create and produce and develop.

Education in Iraq faces huge challenges, and if we take a quick look and put in mind the result of isolation, immigration, terrorism and not stability, we will see painful reality assigned by poor human abilities and financial abilities. There are a lot of problems known by those who are responsible for the educational system and huge challenges that stand against its improvements. These challenges are connected with the reality of the Iraqi society which faces huge obstacles that prevent him from entering the world of science and its productions. This science will turn the society to financial power and social power that will help our country to compete with developed countries. The most essential challenges

are building human skills and developing his performance which is the responsibility of universities in the way that it provides procedures which depend on scientific knowledge to help Iraqi Man to enter the world of knowledge and to participate in producing national knowledge.

The case of reforming education is one of the most important and dangerous issues for two reasons:

First: reforming life and individuals is very connected to reforming education. It is said that: there are two things if they are right, people's life will be decent, and if they are corrupted, people's life will be corrupted: princes and scientists.

Secondly: the issue of reforming education is one of the complicated issues because it doesn't concern one person by himself or one sect by itself. It is the case of the whole nation. That's why it is a must that the family, school, society, politicians, commercial men and educators participate in solving this case.

Any reforming movement whether in third world countries or developed countries force these countries to examine its educational system, and make the decisions needed to improve it without any hesitation. They aim at improving and rebuilding these systems in order not to be in a place backward from the other parts of the world.

Education, learning and improving human recourses for the purpose of fulfilling the needs of improving any country are the first base of sustainable growth. Signs say that under the light of future views for the age of technology and under the light of human views who can cope with this age, different countries start in developing its educational system. This development is clear in the way that it is characterized by flexibility, reformation and the ability to observe the new knowledge. It also helps in the development of the essential abilities of learners more than focusing on the technical skills. Because learners must be prepared to cope with the flexibility of the rapid development in many fields of life.

If the improvement of education in the developed countries became one of its priorities, then it is necessary that the improvement of education in Arabic countries, including Iraq, become in the first level for any improvement and give it the political and financial support. With the insistence that developing education and developing its curricula isn't the responsibility of the government only. It is combined effort to include all those who are concerned in education including the students, family, society and the private sector and the different civil institutions who, without doubt, effect the result of educational system.

The idea that controls the theory of modern administration is based on understanding, realizing and creating reforms and adapting with it . Also the essence of management task is done by using logic and scientific prophecy instead of chaos. Reforms can be identified as the essential key for the success and distinctiveness of institutions which is included in all the factors of organizational success.

The educational systems are social systems in the way that it is included in the change that happens with human creatures. These systems grow up and develop and face challenges and conflict or adapt with reforms. Then reforms become natural phenomena that every educational system go through. Educational systems don't change for reform itself, it changes because it is part of wide developing process. Also because it must interact with reform conditions and with the requirements, threats, chances in the environment that it works within it.

Educational system isn't made by chance. It is the result of many foreign factors outside the educational system including political, financial, social factors. It is also made of insidious factors, inside the educational system just like the educational management, the philosophy of educational system and curricula est. Iraq pass a period which is identified by quantitative growth at the expense of

quality. In order to pass this period, Educational system in Iraq needs clear scientific plan. It is also important to put specific rules in order to take advantages from the experiences of other developed universities so that to develop education in Iraq.

Therefore, the Iraqi Sunni Endowment, presented by Dr. Abdul Latif Al-Hemyem announces reforming project. And put new strategy and systems to improve education in Iraq under the category of the doctrine of reality and the doctrine of priorities.

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Part Two: Reforming Islamic Education

Chapter One: Reforming Education and The Doctrine of Reality & The Doctrine of Priorities

Chapter one

This chapter includes the concept of educational reforms and the definition of reality doctrine languishingly and idiomatically and the definition of the priorities doctrine and the characteristics of reforms. Also, the role of reality doctrine and priority doctrine in education and reforms and the priorities of the project of reforming education and the importance of priority doctrine and the principals of reforming education and the justification of the project of reforming education.

1.1 The concept of Reforming Education

1.1.1 Linguistics and idiomatic definition of reform

Linguistics definition of reform: from the word good, to be good, to make things better. To reform is against corruption. A man good from within and he is from good people. And the one who is doing good in all his actions and affairs. And God has reformed him or made him better. To reform a thing after its corruption is to repair it. And reforming is against corrupting. Reforming and corruption are concerned with actions: “And there are others who have acknowledged their sins they had mixed righteous deed with another that was bad. Perhaps Allah will turn to them with forgiveness, indeed Allah is forgiving, and Merciful” (Altawba 102), God also

says “to him only ascends the good speech, and righteous work rises it” (Fater 10)

Reforming and corruption are inseparable terms, it is difficult to understand and define one of them without the other. Linguistically, it is hard to deduce the meaning of the term “corruption” without considering it a condition

That contrasts with the concept of reforming. Thus, it is clear that reforming is against corruption. And reforming the individual makes all his actions and behaviors proper. Reforming eliminate the actions of enmity and hatred among people.

Idiomatic definition of reform:
In spite of the wide variety of contemporary definitions for Reforming, I will include two definitions only:

Firstly: Reforming is getting back to Islam, combined with complete method which includes individuals and societies. This method shall reform the Ideology, thought and culture. It also reforms the behavior and worship. It is political, financial, and social reform. And it is educational, systematic, comprehensive reform.

Secondly: Reform is correcting what is falsified in practicing the issues of religion and Muslims life and getting back to the origin that hasn't been followed by adding or improvements. If we reflect on those

definitions, we will find that they focus on getting back to the origin, to the purity of religion and the righteousness that God create. It is a must that Muslims shall learn from Quran and Sunna and grow up in Muslim environment, clear of social diseases, behavioral deviation and blind mimicry. Muslims shall remain on the method that God order him to follow.

1.1.2 Linguistics and idiomatic definition of Education

linguistics definition of Education: from the verb (learn), teaching him something, so he learned. God says “And he taught Adam the names of all things, then he placed them to the angles, and said “tell me the names of these; if ye are right” (Albaqarah 31).

Idiomatic definition of Education: it is the systematic process that the teacher performs in order to convey the knowledge, information that he knows to his students. Those students need this knowledge and it's found that the teacher has collection of information trying to convey it to his students as he knows that they need it. He conveys this information directly and personally within systematic process which is called teaching. The experience of the teacher in his field controls the amount of information that students gain in this process. Teaching can also be defined as being the process of

changing and modifying the stabled behavior resulted from training. The learners gain information or skills that can change their behavior or make it better.

Teaching is an activity aims at achieving learning. It is presented in a way that respects the mental growth of the students and their ability to judge independently. It also aims at achieving knowledge and understanding.

1.1.3 Linguistics and idiomatic definition of reforming education

Educational reforming:

It is an ambiguous un specified term. It includes calculated changes on the curricula and educational system. It is an intellectual and practical attempt to insert improvements on the current situation of the educational system. These changes may take place in the structure of education, i.e., adding or deleting one year from one of the educational levels, or changing specialization system into: scientific, literary and math in the secondary school. Learning may include changing the content of curricula like adding or removing some methods. and entering some new concepts in some methods, or in presenting learning service in school like taking care of school activity like sport, social, cultural activities. It may also include improving the curriculum. Reforming can be

directed to procedures like the system of the whole school day which is the experience of some countries, and the system of courses or the system of certified hours.

1.1.4Linguistics and Idiomatic definition of the doctrine of reality

Linguistics definition of Jurisprudence:

It means knowing about something and understanding it. God says talking about Musa “and remove the impediment from my speech so they may understand what I say”. (Taha 27-28)

It also means the accurate understanding and realization and knowing the purpose of the speaker God says “They said oh Shuaib! much of what thou sayest we do not understand” (Hud 91). God also says “But what hath come to these people, that they fail to understand a single fact?” (Nisa 78).

Idiomatic definition of Jurisprudence:

It can be defined as knowing the legitimate rules that were acquired from its detailed evidence. Their saying: Knowledge is not all legitimate rules, but one sentence is sufficient. What is reconsidered has the essence of deriving and accurate understanding of issues. Thus, the sentence is called understanding” and the one who reconsidered it is called “jurist”.

Linguistics and idiomatic definition of Reality :

Idiomatic definition of reality:

knowing the situation of people, and knowing their problem, their suffering, their abilities and what is offered to them.

Jurisprudence of reality: is the profound understanding to the state of people's life, what is opposed to it and what faces it

1.1.5 The definition of Doctrine of priorities:

It arranges the tasks that must be done to achieve specific aim. It is arranged according to its importance, the need to it in specific place and time. It is required that we shall not proceed what is significant over what is more important , and not to proceed what comes in the second level over the one from the first level.

1.2 Characteristics of Reforming:

Firstly: Gradation:

Reform must be a gradual change. This means that it does not neglect reality, but gradually pushing it forward from the past situation to the possible situation then to what is supposed to be. This process based on the rule of gradation that Islam present. There are two types of gradation:

1. Gradation in legislation: it is the gradation in clarifying the degree of obligation concerning the Islamic rule (from what is permissible to what is not

preferable to do, then to what is forbidden, or from what is preferable to do into what is must to do”

Gradation shows the degree of obligation concerning, for example, drinking wine: firstly it was acceptable as mentioned in Quran “And from the fruits of the date palm and the vine, ye get out wholesome drink and food: behold, in this also is a sign for those who are wise ” (nahl 67) . then it becomes not preferable act “they ask you about wine(intoxicants) and gambling, say prophet Mohammed –peace and blessing be upon him ‘in them is great sin, and yet some benefit for people” (baqara 219) and “O ye who believe! Approach not prayers with a mind befogged, until ye can understand all that ye say” (Nisaa 43). Then it became forbidden as it is mentioned in Surat Maida (90) “Oh ye who believe! Intoxicants and gambling, (dedication of) stones, and (divination by) arrows, are an abomination of Satan’s hand work: eschew such (abomination), that ye may prosper”. This type of gradation ended with the death of Prophet Mohammed (peace and blessing be upon him).

Gradation in application:

it is the gradation in applying the Islamic rule. One of its evidences is Omar bin Abdul-aziz speech to his son: “your people have tightened, and this issue must be solved gradually, step by step. And if I

obstinately take what they have in their hands or by force, I'm afraid that I may offer them a chance to bloodshed. I swear, demising the earth is better, than to shed blood, even if it is as tiny as small wound. Don't you prefer that you father terminate heresy and revive Sunna every day of his earthly life till the time that God judge between us and our people, and he is indeed the greatest judge” (Huliat Alawlyaa 5-282) (Sifat Alsafwa 1-128)

Secondly: The critical situation (amendment): it is the situation that exceeds both the total situations of acceptance and recantation. Criticism linguistically examines the original dinar from the fake one. Criticizing poetry and speech means (examining it and distinguishing between the good and bad, it is critic and the plural of the term is “critics”. To criticize the speech is to clarify its content and remove its falsifying) (language dictionary)

Criticism idiomatically: it is cognitive situation based on taking and accepting the right opinion, and refuse what is mistaken. Islam calls for the commitment to the critical situation, after limiting it by objective standards. It is the certain texts that have definite significance. God says “those who listen to the word, and follow the best meaning in it” (Zumer 18). Prophet Mohammed (peace and blessings be upon him) says “Don't be flunkey person, one who says I'm with people, if they do right I will do like

them. And if they act wrongly, I will act like them. But train yourselves on goodness, if people act righteously, do like them. And if they act wrongly, avoid their bad actions”. Repeal is equal to absolute rejection.

1.3 The Role of the doctrine of reality and the doctrine of priorities in educating and Reforming:

The best way to regain the awareness of the nation is by teaching this science. It is important to reconsider all its aims and benefits in every section of its fields. It is important to teach this science in every specialization and in all levels of education from primary schools to college. It is a must to create qualified teachers who can achieve the aims of education and learning. It is enough for this science its educational and reforming value, and its being one of the most important Islamic sciences that aims to save religion from deviation and waste. This science saves the origins, the evidences of religion and activating rules to save its principals from the manipulation of doubtful people. This science is one of the most important sciences which produce to the nation a generation of working hard, reforming scientists. This generation is able to examine debate, assume and correct the views according to the principal of religion. Then it is a religion of reality and how to restore religion and reform society, it is a

school by itself if its principals, methods and aims were exploited.

This science is very connected to the religious, social and intellectual needs of the nation. It qualifies the nation to face many historical challenges. It also has great value in forming the personality of Muslim's student and enabling him to develop his mental, psychological, moral and social abilities and enabling him to acquire the quality of self-formation and positive participating in reforming society, which can be highlighted as follows:

1.3.1 level of religious notion :

1. Graduating young students who are connected with God, Prophet Mohammad (peace and blessing be upon him) and the principals of Islam. Because the science of origin, as it is named, and is concerned with the origin of Islamic law emerging from Quran and Sunna or derived from them. Subsequently, the learner grows up with the idea that God and his prophet are the real legislator that Muslims must obey their commands. God says "it is not fitting for a believer, man or woman, when a matter has been decided by Allah and his messenger" (Al ahzab 36). God also says "O ye who believe! Put not yourselves forward before Allah and his messenger" (Hujurat 1)

2. Training the learner to behave and act showing his commitment with Islamic commands and applying its rules. The Islamic rules and commands present great benefit for the individual and society. The Islamic law that people are obliged to follow is the law of God, and every other law that contrasts it result in contrasting the benefit of the individual and society.

3. The student must connect education with actions, knowledge with manners because the aim of this science is applying the Islamic law in real life. It is practical science and is closer to people's life than other sciences.

4. The student must have the understanding to facilitate and ease the burden for those who are not equal in applying Islamic rules. Islamic rules must be diverse so that all Muslims can follow its rules according to their abilities (obligation, preference, forbidden, unpleasant, and accepted) So that the law of God is applied in all levels and situations.

5. Training the learner to get benefit from the rules of exceptions and consider the private situation of those who need special requirements. It is important to respect their rights and abide by the Islamic rules set for them, rules like exception and permission and giving each situation what it deserves. By doing so, learning system will establish mercy among learners and train them on social

manners, and teach them how to reform in times of necessity.

1.3.2 level of the resources of legislation

1. Teaching the student to give the priority to the original sources of legitimizing (Quran, Sunna and consensus of the Companions) than to the secondary sources that was based on the primary ones (measurement, preference, deduction, bridging excuses, accompnying)

2. Rising up a generation of the nation that respects the Islamic tenets, science and scientists. A generation that is able to help the Islamic nation to go back to its religion and apply its rules and search for solutions for the problems of society and life. Solving the problems must be based on the religious principals and it is a must to apply the accurate evidence, the one closer to the primary source of legitimizing.

1.3.3 Level of significance and methods of linguistic derivation

Graduating the student of the principles of jurisprudence accompanied by sufficient cognitive, sentimental, systematic and communicative knowledge can be summarized as follows:

1. Prepare the student to the level of exercise of judgment in legislation according to strict and adequate rules to produce linguistic significance and reveal its purpose.

2. Establishing and encouraging the appreciation of the Arabic language and its importance in understanding the Islamic preaching, and its importance in saving religion from demising.

3. Using the tools of analyzing the speech and determining its significant in a way closer to its reality and avoiding the doubtful non objective speech.

4. Encouraging the faculty of lingual communication and scientific, systematic research in analyzing, combining, generating and knowing the origin of evidences and the reasons behind the difference of opinion which is based on linguistics.

1.3.4 Level of judgment legislation

There are set of educational aims that the teacher must achieve. Encouraging the talents of students is important to achieve the sufficient knowledge required in this field:

1. Forming the faculty of measurement, perspective and deduction and accustom the student on continual research. This is important for finding the solutions for the cases by connecting the branch to its origin and connecting the ambiguous to what is known and rebuilding religious. In addition, the students learn the importance of utilizing thought and mind, and refuse anything comes without evidence. It also increases the ability to systematic thinking in everything because this science trains the student to

ask, investigate and seek evidence. The student will have the ability to argue, criticize, and check the authority of any speech and distinguish between the valid from the fake. This way of thinking will move the student from the situation of negativity and total acceptance to the situation when he seek for reality , and this behavior will become his way of thinking with all the thoughts and the scientific, practical tents. The student's life will be systematic in religious, mental and regular requirements.

2. Forming the faculty of judgment legislation, it is the most important field of this science. It consists of judgment of legislation, mimicry and their rules, the characteristics of the learner and his qualification. By practicing this field, the learner will aspire continually to achieve this desired level. This field also teaches the learner to pursue for the higher levels and to despise the nonsense ones. It also trains the learner to innovate, create and compete in showing talents and skills. It also teaches him to avoid blind mimicry and readymade legislations. The aim of teaching this science is graduating group of honest scientists who can participate in finding solutions to the intellectual, social and financial issues, and to direct the nation out of the face of humiliating fellowship.

3. To evaluate the impact of judgment of legislation and the role of those who exercise

judgment of legislation in the progress of societies, and in the survival of religion and reviving it. This impact includes the development of young people to love and appreciate this science, and to compete for achieving its benefits. It is significant to adapt social policies based on supporting the talented students, encourage scientific initiatives, assigning rewards and building institutions for research and judgment of legislation in all disciplines. It is preferable to include all levels of study and support it materially and morally.

4- Evaluating the scientific differences that are subject to their (legitimate reasons) and in the area of the skeptical branches which is applicable to difference of perspectives and issued by scholars and those who are specialized in the matter. It is important to know the rules of dealing with the scientific dispute and the person who shows different perspective. Thus, the nation will get rid of ignorance diseases, and underestimating those who carry different ideas.

1.3.5 in the context of conflict and preferences:

Enabling the teacher and the student from a set of noble educational goals and objectives, if they are achieved in the right way will help the nation to get rid of many of its crises, diseases and chronic disabilities that have exacerbated when the science of Islamic principals was neglected:

1 – Providing the learner with the ability to remove uncertainty from Islamic principles, and argue with the skeptical who say that there is disagreement between the verses of Quran and Sunna or contradict with logic. The learner will defend Islam by proofs and arguments, the nation needs scientists who are able to face these challenges.

2 – Providing the learner with the knowledge that makes him able to think about finding solutions and exits from all the cases of conflict that may be presented to the observer in the issues of science and human issues.

3 - Formation of the faculty of criticism, evaluation, and comparison between evidences and balance between them. It is important to train the individual to formulate his life on the strongest and most consistent evidence. Providing the student with tools of preferences by its conditions and rules and utilize priorities in everything considering that the Islamic principles came to guide people to the best. God says: “verily this Quran doth guide to that which is most right” (Al Israa 9). This science teaches us how to balance all conflicts in all aspects of intellectual and social life. This enables the nation to produce strong generation possessing intellectual abilities in the scientific field. It also provides the ability to Successful social management, and the

creation of talents who can govern society and good and organizing it by choosing the most appropriate.

1.3.6 Level of aims and benefits:

1- The formation of strong Muslim generations that cherish their religion, because it is the religion in which everything that can refine human and social condition, in earthly life and the Hereafter, and save it from all that spoils this life and the hereafter.

2 - Educating young people to love the goodness for people, walking on the steps of Prophet Mohammed (peace and blessing be upon him). And give the priority to the benefits that has the strongest effect than the weaker, and training them to acquire the jurisprudence of the balancing, right and proper preferences.

3 – Graduating generations adequate in their thinking, behavior, their relations, and reforming to the conditions of their people and society. Generations that loves its nation and its country, following the principles of Islam in: the care of interests and prevent the disadvantages, the order of priorities accurately between necessities, needs and improvements. Generation that participates in the construction of accurate social plans to cope with crises and diseases, according to the rules of The Origins of Islam, in finding balance between the interests and corruption, and the preferences between

them and their ranks and what must be presented and what is not.

1.4 Priorities of the projects of reforming education

It is possible to say that the educational system is affected by the nation's rupture and loss due to subjective factors, as the deviation of majority of the countries of the Islamic world from the application of God's law, cultural inactivity and the spread of ignorance and superstition and illiteracy. It is also affected by objective factors as a result of falling into the clutches of foreign domination.

The backwardness of the educational institutions has been manifested in the weakness of programs and curricula and the hegemony of traditional methods of teaching. Science became dry information that transfers from brain to brain. Also there is huge gap between minds and free thinking. This makes these institutions incapable of facing contemporary challenges such as: the cultural and ideological challenge presented by the strength and dominance of the West, the scientific and technological challenge, the challenge resulting from social problems such as the various manifestations of moral deviation, as well as political and economic problems. This make it necessary to work on creating reformist ideas aim at getting the nation out of the

current situation and put it at the rank of the modern civilized education.

This can be done by the development of teaching methods based on the Islamic intellectual reference, and benefit from the legacy of Islamic education and use it as guidance in building the future. in addition to the commitment to the system of moral values confirmed by Islam in the Quran and Sunnah, With the need to adopt the mental approach to thinking about the various manifestations of existence, because the cultural advancement of the Islamic nation is linked to the adoption of the mind and the introduction of knowledge in various dimensions by taking into account the great role of the family in reform as it possesses the strength and legitimacy that determines the kind of impact that institutions and society can have on psychological and emotional building, and the impact on the cognitive abilities of the child, which is the starting point in the achievement of the education reform project. This project is based on conscience through applying good values, ethics, freedom and sense of responsibility because they are the values that distinguish our social thought, and preserve our Islamic identity, our religious tenets and sanctities.

Education is the main and only bridge for effective and sustainable development. Every societal and cultural progress must be based on

education. It is therefore necessary to adopt a clear and comprehensive vision on the issues of education and thought. There is no change, no development or social prosperity without a clear educational policy approach, to reform education in general, and to reform religious education in particular.

The reform of educational institutions requires reconsideration of curricula and teaching methods, especially with regard to Islamization and Arabization the science, and linking it to the educational guidance and the principle the successor on earth. The curriculum is based on the development of critical Islamic thinking and is keen to build the human being culturally and spiritually. It combines the sources of knowledge and Islamic integration. It works to highlight the central role of the family in preserving the divine nature and Islamic identity.

The men of education are the pioneers of the second institution of social upbringing, it is important to support and provide them with knowledge and high manners. There is significant demand to take care of religious education and granting the Arabic language the place it deserves, to achieve comprehensive Arabization in various areas of our social and intellectual life. It is important to focus on the idea of educational justice through its being free and compulsory and emphasize the

education of women as a humanitarian, social and religious issue.

Reform priorities can be highlighted as follows:

A.Changing individuals before changing systems

The first priority of every educational effort is to develop the Muslim man and to begin building his personality by instilling the true faith in his heart in order to correct his view of the universe, his creator and his outlook for himself and his mission in life. This can be done within an integrated project of civilization, which the nation guide people to follow in all its institutions. This education has occupied the bulk of the lives of the Prophet and his companions. It is necessary to precede empowerment and jihad. The enemy's jihad is nothing but the fruit of Jihad the Satan. There is no value to Jihad if it does not emanate from pure intentions of God Almighty

B - The priority of the intellectual battle:

Starting from the evaluation of thought and correct concepts and perceptions, which is part of jihad. Hence, the intellectual battle was worthy of putting it superior to others. It is a battle outside the Islamic arena with the atheists and secularists, and a battle within the Islamic arena to rationalize the march of Islamic thought and the Islamic movement.

In rejection to the trend of violence by calling the trend of moderation with its characteristics as being a religion based on totality, depth, understanding of

reality without underestimation. it is based on understanding the purposes of the Islamic principles and the low of priorities. In addition, it is the collection between the and renewal, and it has the belief that the intellectual, psychological and moral change is the basis of each change. It also presents Islam as integrated cultural project. It adopts method of interpretation , advisory opinion and calling positively for Islam.

It also highlights the social and political Islamic values, such as freedom, dignity, Shura and social justice values, and to activate the jihad to defend the sanctity of Muslims.

The priority of assembling the ranks of the workers to Islam:

The most important duties of the moderate Islamic movement is to work honestly to gather the Islamic nation on the origins of Islam that should not be disputed, namely the pillars of the six faith principals: belief in God, his angels, books, messengers, the Last Day and fate. It also includes the practical five pillars of Islam, testimony of Islam, performing of prayer, Ramadan, the Hajj of the holy House, the origin of virtues and avoids the origins of vices and taboos.

According to the total agreement on these principals, it is fine to disagree in the branches and situations. Also there is no objection about the

existence of multiple groups as a matter of diversity but not multiplicity of conflicts. There is a need for intellectual effort and practical effort to assemble the workers to serve Islam and instill the spirit of tolerance. This is one of the important priorities presented today.

The priority of education and media on the legal application of Islamic principles:

Although the legal aspect of the Islamic principles such as limits and decrees are part of Islam that should not be excluded, but to exaggerate that to the extent of considering it the most significant matter had a bad impact on Islamic thinking and Islamic work. It also provides a distorted image of Islam and its civilized project, this has been exploited by opponents of Islam to distort the image of Islam and to determent its civilized project.

It is imperative that this issue should not be given more than its size of thought. Consequently, the efforts will be directed towards preparing and demanding an integrated contemporary Islamic education that follows the child from the age of custody and continues with him until he graduates from university, using suitable methods and technology. This shows the importance of religion for life, the perfection of Islam, the fairness of its rulings, the miracle of Quran, the greatness of its messenger and the balance of its civilization. This

education is not required in the lessons of religion, but is required in all materials. It is important that appropriate spaces should be given to the issues of media and culture. As they play great roles in creating minds, tendencies and trends, for that reason, it should not be left in the hands of those who do not believe in Islam as a higher reference. Utilizing media by preparing journalists in all fields of culture and arts while overcoming the obstacles of legitimacy and by trying to gain what is existing of media specialists and technicians.

1.4.1 The importance of law of priorities:

The jurisprudence of priorities is as important as any other type of jurisprudence. Knowing about it invites us to arrange the work, to indicate what must be presented and delayed, what is obligatory and what is desirable, what is forbidden, and what is worthy of attention and effort and what is not. This arrangement is not made to diminish its value, but to take into consideration the order of priorities in the life of the nation to achieve the interest of society.

Islamic law has decided that works to be done are not of the same level of priorities. Almighty said: (and what cause have ye why ye should not spend in the cause of Allah? For to Allah belongs the heritage of the heavens and the earth, not equal among you are those who spent (freely) and fought, before the victory (with those who did this later) those are

higher in rank than those who spent freely and fought afterwards. But to all has Allah promised a goodly reward. and Allah is well acquainted with all that ye do) {Alhadid: 10}.

And God differentiate between that who warship Allah with great knowledge and that who worship God without knowledge, God says (is one who worship devoutly during the hour of the night prostrating himself or standing in adoration, who take heeds of the hereafter, and who places his hope in the mercy of his lord (like one who does not)? say: are hose equal, those who know and those who do not know? it is those who are endued with understanding that receive admonition) (Zumer9). God also differentiate between quenching the Hajj and the one who perform Jihad, God says “Do ye make the giving of drink to pilgrims, or the maintenance of the sacred Mosque, equal to the pious service of those who believe in Allah and the last day, and strive with might and main in the cause of Allah? They are not comparable in the sight of Allah and Allah guides not those who do wrong) (Tawba19)

The Prophet (peace and blessings be upon him) divide faith to levels, according to its priority and importance, Abu Huryrah says: "Faith is a few and sixty ranks, its lowest removing harm from the road,

its highest position is saying 'no God but Allah' , shyness is one rank of faith”.

It is confirmed by these meanings, what came from Anas bin Malik that the Prophet (peace and blessings be upon him) and Mu'adh bin Jabal his companions on the nomads, he said: "O Mu'adh," he said: "Oh Messenger of Allah," he said: "O Mu'adh." He said:” “oh messenger of God”, the prophet said: 'No slave of Allah will testify that there is no god but Allah and that Muhammad is His slave and His Messenger, but God forbade him to fire.' He said: O Messenger of Allah! Do not you tell people as to be happy? He said: (then they will depend on this).

The Prophet fears that the outcome of their happiness that they may stop doing their commitment to work and diligence in acts of worship, such as engaging in the command of good and forbidding evil. Thus, the Word of God will be fulfilled. (curses were pronounced on those among the children of Israel who rejected faith, by the tongue of David and of Jesus the son of Mary because they disobeyed and persisted in excesses "(Al-Maida: 78-79)

This imbalance in the scales is addressed by the Islamic principles by urging the correct understanding of the reality experienced by the Islamic nation, and the understanding of the overall purposes and main objectives of the teachings and

principles that come from Islam. The realization of the reality surrounding the nation and understanding will lead to clear positives and sound results. Ibn Alquem, May God have mercy on him -: "The ruler and the mufti cannot judge and rule the truth except through two types of understanding: one: understanding the reality and jurisprudence in it and devising the science of the truth of what has happened, the signs and marks, so to have full knowledge about and the second type: understanding of duty in reality.

And the Islamic law clarifies levels of importance concerning the rules of the areas of life. This law controls what is important and the most important, and what is the duty, imposed, desirable, the hated and the taboo. There are priorities in the doctrine and the other in worship, and there are priorities in transactions, priorities in advocacy and reform, and there are priorities in scientific disciplines as needed Society, and priorities in the work and salary, and in all aspects of daily life you will find priorities that must be worked out and arranged according to the priority that will be more beneficial to the people and the country.

The Muslim has demands, especially in our time, to strive for the best and the most perfect. to provide the interests without the short comes, and to exert the effort to achieve the first in all his works related to

the world or the Hereafter. Islam also encourages the need to reach the best and work to reach the finest, in times when some Muslims misjudged arranging benefits and preventing corruption. Because of the absence of the jurisprudence of reality and the inability to devise judgments commensurate with the developments of the age and requirements arising from the fateful and urgent issues require the unity of the nation and understanding in working to solve them in order to benefit without the least losses.

1.4.2 The principals of reforming Education:

The educational reform is based on the principles and rules that must be adopted until the reform process takes place, as there are three principles and rules that grant reforming the issue of education.

First: Family:

The family plays an important and dangerous role in the reform of education. When a child is born, he is born on instinct and he does not know anything about life. The parents provide him with care and education, and they give him the rights that the true religion has prescribed. These include good selection of the place and good woman to be his mother. The good husband chooses a good wife and vice versa. Parents shall give him a name, and choose him a good name that he will not be ashamed to mention to people and improve his manners and education. The

parents play a significant and important role in the reform of education and by:

1. Encouraging children to seek knowledge:

It is good discipline and education when parents instill in their children the love of learning and diligence to seek knowledge, and to clarify to them how God make the first verses of the Quran ":" Read with the name of your lord who created, created man from a clot, Read and your lord only is the most beneficent, the one who taught to write with pen, the one who taught man all what he did not know""Al-Alaq: 1-5.

And that the Holy Quran has included about (750) seven hundred and fifty verses urging and calls for the realization of thought in this universe and its creatures are reserved for man.

The Prophet (peace and blessings of be upon him) made the request of knowledge obligatory for every Muslim, so the righteous companions struck the most beautiful examples of encouraging their children and urging them to seek knowledge and spend the precious for it.

2. Discipline them politely and the ethics of scientists:

Parents should raise children to the ethics of the scholars and the ethics of scientists away from the obscene and bad speech, and raising them to, honesty

and humility, as well as their education on the activity and vigorously discover their abilities and talents and work on their development.

3. Ignorance of some parents in their upbringing of children

With their tendencies, talents and abilities. The discovery of the child's talent from the beginning helps to develop that talent and guide it to the right direction as early helps to develop these talents is more effective than delaying discovering it. Talents Grow only in an atmosphere of love and freedom, the talents and capabilities wouldn't grow if lived in an atmosphere of oppression domination

Second: School:

The school has a major role in reforming the condition of education, this role is not less than the role of the house and the role of the state. The child goes to school like the white page and the virgin land, he has nothing of the educational experience except what he acquired from his family, and there begins the role of the second father of the student, The role of the teacher, which is the basis in the educational process, and then the role of the school administration in controlling the system of the educational process and develop the educational system. Improvement can be clarified through the following dimensions:

1. The role of the teacher in the educational process:

The teacher has an important and prominent role in the educational process. The student sees his teacher as a model, and he imitate him in his words and actions. so the teacher should always put himself in the role of role model and not take this high message virtuous just a job and a means to earn And livelihood.

A good teacher is characterized by positive qualities, including:

First, good faith and piety: by directing the intention, the intention that needs to strive in order to keep pure and not corrupted, the teacher who makes his goal the material gain and does not care if it comes from unclean resources is someone who does not appreciate the responsibility that he will be asked Before God on the Day of Resurrection.

Second: patience and dream: God Almighty declares his love for those who suffer and have patient in spite of their misery.

Third: Justice and equity: That happens when the teacher does not differentiate between students and one of them at the expense of others

Fourth: Modesty and return to the truth

Fifth: To be a good role model for his students: Educating by example is one of the most effective means of preparing the learner mentally,

psychologically and socially, because teacher is the ideal in the eyes of the learner. He mimics his behavior and imitates his moral whether he knows about that or doesn't know.

Sixth: To take care of his specialization and scientific level: some teachers stop the limits of knowledge and culture after the university, abandon the book and skip knowledge. He does not try to develop his abilities and capabilities or lift up himself. Paying attention to specialization, care and strive to reach the peak of performance is what the teacher should do. Because the teacher will be a reference to his students, they ask him, and adhere to what he orders them.

2. The role of the student in the educational process:

The learner (student) has qualities and ethics that he must be committed to, in order to achieve his role in the reform of education, and these qualities:

A - Honesty and sincerity in seeking knowledge: to dedicate his time and effort in gaining knowledge, and to abandon all what concern him time wasting, or committing sin or forbidden act.

B – to have morality and good qualities: away from undesired argument, and avoid controversy after the clarity of the right, argument do not come in good, because it wastes time, harden hearts, and inherit hatred, and cause hatred. Good character can

be described as having good manners, balanced and calm, the heart is full of fear of God, knowledge of the value of people. This character stays away from everything that distorts the honor of science and its place in speech, walking, places and dealing with people.

C - Request useful science, a science that benefits the Muslim in his religion and in his life. To avoid science that has passed its time, or that is useless.

And that he should receive knowledge from qualified people, of the established, righteous scholars and to learn every art from its specialists.

The learner must have patience to learn, occupy time before its going, and not to be shy to the extent that he rejects asking scholars.

D - Discipline in the ethics of the learner: including patience to seek knowledge and obedience to the teacher and not to be obstinate with him.

3. School administration and its role in reforming education:

The school administration has an important role in reforming education. Successful management can raise the level of teachers and learners, extract their hidden treasures and play a role in developing creativity, improving students' talent. It also includes producing learning methods such as exploration and the students' search for information and facts themselves. The method of learning must not be

memorization, and repetition without understanding and awareness.

Childhood is considered one of the most important stages of human development. It represents the starting point of growth in its various physical, mental, emotional and social manifestations. It is also the basis for building personality, acquiring knowledge and skills, and in shaping tendencies and trends.

The environment of the kindergarten and the environment of school are the source of creative inspiration. Childhood is the stage responsible for the growth and rise, or frustration and failure. If the child grows up in rich, fertile environment, this will stimulate the child's motivations and satisfies his organic, psychological and social needs. Raising the child in environment where He answers questions and dialogues. Described as having Psychological stability and self-confidence, having material resources suitable for the age stage. This will facilitate the process of creativity.

The talent grows and rises to perfection in order to achieve great achievements in the future. In its intellectual agendas. In the other hand, if the environment described as being dominated by the spirit of domination and fear, lack of self-confidence, lack of the material and cultural elements necessary

for the creative process, they are often the cause of the frustrations and failures of the talented.

The school administration can establish communication between home and school, which is basically a basis for upgrading the learner, and to identify the weaknesses and solve them one by one, it can raise the teacher and put him in the good picture that he should acquire.

Third: The role of the state in reforming education:

Education is the basis for development and progress. Therefore, real reform must begin with education, dissemination of science, freedom of scientific research. Provide support for scientists to ensure a decent life for them to continue scientific research and the possibilities of spreading and developing scientific thought.

Hence, educational institutions must be open at all levels, a platform for scientific and technological progress of the universe, a destination for serious researchers, a laboratory for discovery and creativity. This creativity must have the spirit of positive principles and productive production. Creativity in most Arab countries, doesn't have any means of cultural change, but on the contrary, establish the culture of others and give them legitimacy and vitality.

Education reform must be inclusive, it includes:

a. Reforming the status of the teacher: by upgrading his scientific and physical level, preparing and qualifying him to deal with modern educational techniques and to make the teacher's state in the highest place.

B. Reforming the learner's situation: Improving the learner's level is a basic goal for all countries. This is by optimizing the use of information and technology in order to improve the work of teachers, the professional and technical situation for them, and to invest the modern capabilities that make the learner move away from memorization without awareness and innovation. This will make the teacher a key partner in the educational process and not only the role of spectator.

C. The reform of books and curricula: The development and reform of textbooks and curricula is inevitable in light of the rapid changes and modern developments. It is not logical for the age to develop while the books and curricula remain the same. Today, our world is witnessing tremendous scientific developments. The economic, social, technological and health life come and make human being stand astounded before it, even though it is the one that created it and developed it. We see and live today the era of atom and satellites, the computer age and the Internet, The world turned into a small village and

enabled people to get all the information they dreamed of in just a few minutes.

D. Reforming the situation of school administration:

The school administration has a role in educating teachers and learners through different school activities that promote the mental and skill level of students and teachers, by monitoring the training needs of teachers and learners, It also plays a prominent role in creating the appropriate educational atmosphere that produces a productive and creative individual.

School administration plays an important role in creating effective communication between home and the school, on the one hand, and between the school and the community as a whole, on the other hand. It plays a role in monitoring teaching problems and working to find appropriate solution.

1.3.4 Justifications for Education Reform Project:

Some of the justifications for advertising the project can be presented as follows:

1.Educational systems in various developed countries have been living in a conflict with the change resulting from the tremendous progress in science and technology. Consequently, there have been innovations in the field of education

administration, which make it necessary to review the various international experiences in this field.

2 .The economic, social, cultural and technical transformations resulted in a change in attitudes, expectations and humanitarian needs. It was necessary to change the administrative structures and operational methods of many administrative institutions so that they could conduct their activities more efficiently and effectively, including the educational system.

3. There is an urgent need to study the Asian and European communities concerning the educational side, because most of the studies and research that dealt with these countries focused on the economic and political aspects without any other aspects.

4. The focus of some studies and educational research on the study of Western educational models, which can be considered, in one way or another, as invitation to excellence and advocacy to those models, despite the existence of another countries that should be studied for the significant progress that these countries achieved in their educational systems.

5 .There are similarities between Iraq and some Asian and European countries in many aspects, such as: population increase, religious pluralism, and the field of comprehensive development, among others.

6 .Today's world, with its various developed and developing societies, is living in conflict with reform. This is a result of the tremendous progress in science and technology and the consequent economic, social and cultural change.

The necessities of reform:

The necessities of education reform can be limited to two types:

1 .An intellectual need to challenge radical terrorist thought:

The intellectual aspect is a central issue in the fight against terrorist groups because they rely on ideological justification for the marketing of their terrorist acts. It is necessary to develop a coherent methodology for an intellectual vision capable of confronting and dismantling extremist ideas and employing modern methods and techniques to spread positive ideas by renewing religious discourse. The spirit of peace and the values of dialogue and tolerance, and transform it into an intellectual system that is at the core and essence of religious discourse.

In order to address extremist ideas, two dimensions must be noticed:

The first dimension: a direct dimension that determines the origins and nature of extremist ideas, or at least the most important ones, on which the discourse of terrorist groups is based, in order to dismantle them and put them into their cognitive,

religious and historical contexts in an easy and accessible manner that is easily absorbed by the younger generations Which these groups are pursuing.

The second dimension is the work of establishing a vision and an integrated intellectual knowledge system capable of creating generations that work with reason and thought towards the affairs of life and man, and clinging to life and striving for its aspirations and adores art and creativity instead of the tendencies of the desire to die and the hatred of life.

This requires a revolution in the field of education and the cultural system in general, so that generations of self-immunity and knowledge bases that can be formed as the first line of defense in the face of extremist ideas in all forms, without limiting religious extremism. By paying attention to the revision of curricula, whether in general education, or university education Represented by colleges of Islamic disciplines and intellectual institutions such as clubs and others.

2. Social necessity:

There is no society that can be totally protected from extremism. As an ideology, a doctrine extremism must be confronted at all levels and in a more comprehensive approach by focusing equally

on all forms and threats, concentrating on the ideology which is the core of this phenomenon.

The first step in finding solutions, developing strategies to confront this phenomenon, and reducing it in societies, requires the expression of the nucleus of thought, its source is cognition, the introduction of moderate intellectual content, and the increased level of awareness.

And that all attempts of reform and renewal in the Islamic world have not been successful because they are individual attempts, and not invitations that can be adopted by governments and make use of all their material, cultural, media and educational resources, they spread quickly and find those who support and enthusiastic and become prevailing in that country or other countries.

The creation of a societal environment that rejects extremist ideology requires that terrorist targets be defined through the use of social networks, and that their development comes from the propaganda and the call for of direct recruitment. It is important to highlight the seriousness of ideological warfare waged by terrorist groups to dismantle state institutions.

The danger of the justifications above is the increasing number of young people, the increasing use of modern communications technology, and their exposure to political and media messages transmitted

by extremist organizations, may pose a danger to those young people directly affected by it. It is mutual responsibility to protect them from radical terrorist ideology, and protect them from believing rumors, ideas alien to society, and to destabilize the internal security. On the other hand, it is necessary to spread moderation in the thought of young people, protect the national unity and fight the efforts of extremist thinkers by disseminating the moderate ideas of true Islam, reflecting a comprehensive vision to confront the growing threat of this phenomenon.

Chapter Two: Universal Experiences in Reforming Education

Chapter two: universal experiences in reforming education

Education became in the top of the priorities of any society that seeks development. The process of preparing individuals for the practical life is one of the most essential tasks for the educational system. The diversity, flexibility, efficiency of the educational system empowers the nation, provides it with successful future. It is important to shed the light on the universal experiences in reforming education, comparative study is considered as important recourse to reform education, as it gives clear vision about the universal trends in reforming and development and provide us with useful experiences about other educational systems. This comparative study clarifies the ways that the educational systems get over its problems. This section will include the European Experiences (British, Germany, Turkey, and Finland) and the Asian experiences that include (Japanese, Malaysia, Singapore, and united Arab Emiratis), and according to the following categories:

- Forces and effective factors
- Levels of developing education
- Significant rules that effects educational field
- The philosophy of educational system
- Aims of education

- degrees of education
- characteristics of education
- preparing the teacher
- educational efficiency
- scientific research
- educational planning
- privatizing education
- priority of education
- supervision and evaluation
- job timing
- curriculum
- standards of acceptance in British universities
- management of education
- Funding education
- Rate of expenditure
- Quality and academic dependence
- Measurement
- Accompaniment of education and comparison reference
- Developing educational management
- Revival of education
- Obstacles of education

2.1 European experiences in reforming education

2.1.1 British Experience:

Effective factors:

Location

United Kingdom lies in the west of European continent, to the northwest of France, between the Atlantic Ocean and the North Sea. It consists of four united countries, under the ruling of one government. They are: England, North Ear land, Scotland and Wales.

Climate and Terrain

institutions as participation in funding from the government to support Cold unstable climate along the year, the terrain consists of rugged hills and low mountains. It has flat, shaded plains in the east and southeast.

Language

The formal language in the united kingdom is English, the Scottish, welsh, and the Irish, have special language

Religion

The formal religion is Christianity, about 71% of the citizens , there are Muslim and Jewish minority, Sikh, Hindus, non-religious sects , they practice their religious rituals freely.

Population

They are mixture of the white , Asian, African, and another nationalities. The white represent 92% of the total population 60 Million and 500 thousands.

Economy

British has active economy based on developed industry, mining, farming, trading and tourism.

Levels of developing education

1. Level of kings: kings took care of education since the king Alfred, he built royal school in his palace to teach sons of noble and rich people till 15 years.

2. Under the ruling of San Danstan , the task of building schools became the responsibility of churches , education became under the control of the church for long time.

3. Civil observation on schools appeared on the renaissance, with the idea of charity for individuals and rich groups, it was the core of specialized schools.

4. with the industrial revolution and bad conditions to the level of workers, appeared the schools of Sunday that teaches the children who work in factories. Also another type of schools appeared for the children whose mothers work on factories all the week.

5. The appearance of technical schools specialized in science and technology that the industry need.

6. In 1850, the national association of school calls for the necessity for providing mandatory, free of taxes education.

Effective rules in the field of education

1.The law of poor (1601): a request from the diocese to take care of poor people and provide industrial discipleship for men and women, funded by taxes. This was the starting point of civil censorship on education.

2. Foster law (1870): the task of primary schools became the responsibility of local institutions instead of church.

3. Belfore law (1902): transfer the specialty of general education and monitoring it, and present the educational services to the local institutions.

4. Fisher law (1918) : to make education obligatory till 14 years, and to cancel taxes from primary schools , and asking the educational authorities to provide health and entertainment services.

5. Bitler law (1944) : the minister became the first responsible for developing education and require the local institutions to provide primary and secondary schools in their areas.

6. In the period between 1944-1967, the most important changes concern building schools and support the system of schools.

7. The law of 1980: to give more responsibilities to the local institutions and limit the authority of the prime minister, it allows the parents of the students to be members in school council.

8. The law of 1984: the prime minister has fewer responsibilities concerning awarding presented to the local education.

9. The law of reforming education (1988)

- To increase the authority of central government in governing education through increasing the authority of the minister upon educational institutions.
- Nationalizing the curriculum and exams through putting national united method in science, math, for all children in the first stage of primary school.
- Setting requirements for the acceptance in high school.
- The abolition of racial system and employing teachers and officers.
- To develop new ways for funding.

Philosophy of the educational system

It's a teaching class based on two principles:

- The first principle represents the nobility of the birth (Safwa) where there is special education for the children of the aristocracy and the rich.
- The second principle is the ability and the efficiency, where there is good education for those able to pursue academic study and simple education for the general public and those who are unable.

Objectives of Education:

- It seeks to acquire the knowledge and skills that are necessary for an effective person.
- It Achieves respect for other's culture.
 - It achieves the continuous education.

Educational ladder:

The duration of study is (13 years) from (5 to 18 years) the first (11 years) is compulsory and obligatory. It starts from the age of (5 to 16) years

It consists of two stages: primary and secondary, and in some districts, there are three levels (primary, intermediate and secondary stages)

- Pre-school (nursery): 3: 5 years is optional, not compulsory, it aims to provide health care, and developing healthy and social attitudes and habits.

- Primary level:

- it concerns with children's school for two years from (5-7) years where the child learns to read, write and calculate.

- The Lower school: It's a four years period. from (7-11), it cares to raise child education as comprehensive education with a national curriculum in the core subjects and compulsory curriculum and non-sectarian religion to qualify the student to join the secondary stage.

- The secondary stage is (7 years) it's from (11to 18) years.

- The standard level: It is the period (from 11 to16) years, it is obligatory complementary to the compulsory education.

- Advanced level: It's duration is (2- 3) years, it is from (16: 18 or 19) years and this level qualify the university education.
- Academic secondary (general secondary): It's students are of the outstanding, and it should be qualifying them to continue university education (20% of secondary education students)
- Modern secondary: It's less efficient than high school and provide students with practical and theoretical approaches and activities that correspond to their environment and tendencies (70: 75%)
- Technical Secondary: it provides professional it specialized technical and technical sciences students in addition to the academic and high interest
- Comprehensive Secondary: it accepts all students without discrimination and loads the problem of diversity of secondary schools.
- Special education (for people with special needs): Disability are divided into (10)

degrees for each degree special treatment system.

Support education or extracurricular education or non-governmental, some types of educational activities that are available to adults above the legal age to leave school are including (vocational education, general education, adult education. General culture programs are social and recreational activities. Additional education is administered by the local education authorities.

Characteristics of education

1. Democracy of education.
2. Classroom in school education.
3. Compulsory of public education.
4. Focusing on applied practical aspects.
5. Moderation in diversity.
6. The Popular responsibility for education.
7. Providing religious education.
8. Freedom of private and sectarian schools.

Teacher Preparation:

To the conditions of the registration office Students are permitted to join colleges and institutes of teachers after passing the secondary school certificate. The teachers' colleges present a two-year study program that qualifies teaching in nursery

schools and primary schools. Then a one-year study program for those who have completed the two years of qualification for secondary school teaching. The student will specialize in one or two subjects as well as educational and psychological materials. Students will receive a 12-week practical training under the supervision of the teachers of the Faculty of Education in the schools attached to the teacher colleges or local schools.

Holders of first degrees without a Bachelor of Education can obtain a certificate in education after a postgraduate study that qualifies them to work in teaching.

The teacher receives the training courses to improve performance and raise efficiency by the local educational authorities, teachers' centers, associations and trade unions. Long-term period of one to three years, the teacher gets a vacation with paid leave to study and research.

Teaching Competencies:

A teacher is subject to continuous evaluation for two consecutive years. The first year begins with observation through the classroom, interviews and meetings. The meetings continue in the second year to reach the level of his progress and his ability to achieve the goals and objectives of the education. In

the following years, the evaluation of the teacher himself is the competence of the local administration of education and school board.

Scientific Research:

Scientific research in Britain is one of the most important sectors benefiting from European finance. Therefore, it's feared to become one of the hardest-damage sectors. British universities receive 10 percent of the EU's research budget, more than £ 1 billion a year. Full membership requires which qualifies for European funding that would allow participating countries of individuals free movement.

The government plan to invest £ 2 billion in scientific research is added to the current budget allocated to this sector.

These additional funds are allocated for spending on emerging research sectors in which Britain is currently distinguished, such as robotics, artificial intelligence and biological studies.

Educational Planning:

Neglecting planning, especially educational planning showed hidden results in Britain, for example, the educational system has changed radically during World War II and It's self does not wait for the end of the global war to reform it. Rather, it is reform in time of war, but at the middle

of the battle and the educational planning adopted as a tool to reform the situation and. Educational planning has become important for all countries, especially developing people to keep pace with the latest developments and join the cultural boat.

Education Specialization:

The British experience in specialization is the first experience in the world. Margaret Thatcher's government promised that specialization programs would enhance competition in public utilities and make them efficient to reduce the prices of goods and services provided. Specialization is carried out in Britain at a time of crisis, high inflation, high taxes, internal and external deficits, and the drive for specialization was ideological. The motivation was ideologically specialization.

But the practical reality of the experiment, especially at first, refers that the goal of achieving benefits for consumers has been completely neglected because priority is given to other goals.

Competition in the internal market has been prevented, especially in the field of gas, water and electricity production, while limited competition has been achieved in favor of consumers in the telecommunications sector, especially in the first period.

One of the most important obstacles to competition in service facilities is the dominance of

existing enterprises and the restrictions imposed on consumers in their efforts to obtain appropriate information about the type of services and prices.

But the exception is that specialization programs in Britain have led to an increase in the number of individuals owning shares. Providing large amounts of money to the government and freed the government from its responsibilities to finance investment programs. Subsequent evidence of the UK experience shows that specialization has led to an improvement in public finance, consumer service, and a reduction in prices (with the exception of some cases).

Priority of Education:

Includes privileges enjoyed by the teacher, both in primary and secondary levels training in universities and other higher education institutions. It enjoys with recreational programs for several days or weeks supported by ministries, local educational authorities, universities and professional organizations of teachers.

The regulations confirm that the local administration of education does not have the right to transfer any teacher to another school, in order to fill the gap, while the teacher has the right to move to another school by competing for the advertised job vacancy.

Working Time:

The school year begins in early September and ends in late of July. The academic year is divided into three semesters, and the number of working days in the year is one hundred and ninety-nine days.

Curriculum:

In the primary stage: a unified national curriculum in mathematics, science and English for all students in the first grade, in religious education the curriculum is compulsory non-sectarian.

In high school:

Its core subjects include mathematics, physics, chemistry, English. Basic materials include history, geography, technology, works, design, music, religious education and modern languages (German, French and Spanish). The student selects (5) materials that suit his or her tendencies.

Admission criteria at British universities:

1. High-level exam results.
2. The secret estimates for school headmasters.
3. The personal interview

Education Management:

Its national system managed locally. The educational administration in England combined centralization and decentralization. The central role

of the government is represented by the minister and the inspectors in drawing up the educational plan, defining Its objectives, monitoring the educational process and providing education for all.

Decentralization represents in the responsibility of the local authority for schools within its scope and follow-up and gives schools the freedom to manage themselves by themselves.

The Financing of Educationing:

Funding depends on two sources:

1. The assistance provides by the Ministry of Education to the local educational authorities of the general budget.
2. Local taxes collected by the local authorities.

Government The Financing of Educations by the government and by the university education (government grants spent` to universities under the tuition fees). The central authority provides additional funds to help poor areas, as well as additional scholarships for outstanding students.

Gates and Spending Rates:

Local authorities have about 40% of education costs, the state helps about 60%, and local authorities impose taxes for the benefit of education.

This means that nearly two-thirds of total education spending in almost every local authority comes from public funds.

The status of educational authorities in their relationship with the Ministry of Education in Britain considered a unique model in educational systems, although the educational authorities receive many funds from the Ministry of Education, these authorities have the freedom to act, but the universities and higher schools are independent institutions with no authority for the Ministry of Education. They receive government assistance, which is decided by a special committee it called the University Assistance Committee, which has nothing to do with the Ministry of Education.

Quality and Academic Accreditation:

In order to evaluate the success of government policies and programs, it works separately from the Ministry of Education and local authority.

- Senate of exams and evaluation of secondary Education (SEAC).
- Qualifying and Curriculum Authorities (QCA).
 - Teacher Development Agency for Schools (TDA).
- National College for School Leadership (NCSL).
- Office of Standards for Education (OFSTED).

- General Teaching Council (GTC).

They all work separately from the Ministry of Education and local authority. (Ministry of Education 1428 H: 94). The UK system is a unique system. Secondary schools accept pupils who have completed primary school regardless of their abilities and aptitudes.

Supervision and Evaluation (inspection):

It is a system of evaluation and follow-up; applied by all institutions involves in the planning, management and supervision of education in many countries of the world. The tasks of inspection in general are summarizes in the quality of education and the achievement of students compared to (the standard level, the spiritual and moral behaviors of the school, the growth of social and national pupils, the efficiency of education school, the management of school resources and the precise and effective management of the budget, the development of pupils' culture).

It is the responsibility of the office for Standard in Education Which is directly subordinate to the Queen and headed by a Royal Inspector with the rank of Minister (Chief Inspector). His tasks include (selecting, qualifying, training and evaluating the inspection team).

His responsibilities include setting up a school inspection program and using the measurement of added value to develop the actual performance of teachers. The idea of the added value depends on how much the teacher added to the skills of the students or the skills gained after the performance of the teacher to his share, and expressed in the outputs of learning in the sense that it is not important in how the teacher to perform the lesson, but what is important students learned from the lesson, Not the teacher performance.

The teacher's measurement tool of the added value includes four lists:

1. The first list: identifies learning outcomes, It monitors all what the students have acquired from skills, knowledge or behaviors
2. The second list: it Determines whether there is a positive additional value or not.
3. The third list: it looks at the added value of the overall performance of the school, which shows the level of performance of the school compared to the level of the last year.
4. The fourth list: the survival of the school, at one level of performance for two successive years or more. A drop in performance over the past year is considered as a critical indicator of the inspection

team that means the school is not at the quality of the required level.

Focusing Rooms:

Physician punishment is absolutely forbidden in United Kingdom schools, a teacher who punishes the students can be banned permanently from practicing the teaching job.

The idea is based on allocating a room in the school called the focus room. There is a teacher and a number of tables directed to the wall of the room, similar to the rooms of study or writing research in the university libraries.

In case of a violation by the student, the school administration determines the limit time to stay single in the focus room. It may be one or two periods or more, with bringing all his books and copybooks, then he or she asked to resolve all the earlier required duties from him or on that day or ask him to work additional time to occupy the spending time in the room, it can be also be more than one student in the room but they are not allowed to talk to each other, only if they have to prepare what required from them.

Testing:

Students are assessed when they enroll in compulsory education at the end of each stage, then the students move to the next grades automatically.

At the secondary level, the assessment is carried out by assessment tools prepared by the central educational authorities and the general supervision of the examination.

Evaluation system in England is conducted by a council called the Council of Examinations and Evaluation of the Secondary Stage.

One of the most important public examinations in the United Kingdom to which the students of high school presenting is the general education certification exam. One of the Britain's standards in the field of assessment is the announcement by the British Ministry of Education and Science, students can move from class to class must be based on the degrees obtained in the English language and ability to express it.

It is necessary to eliminate what is called communication through the gestures and words that express meaning. According to that the student should not move from one class to another according to the results of the written tests only, but an oral test should be conducted for the student to determine his ability to speak English. The student does not receive

a British high school certificate only after success in oral testing.

Education Twinning and the comparison of references:

The program of teachers exchanging: in order to acquire external expertise working to growth and develop the teacher's skills, the ministry has established a global exchange program through which exchange with friendly countries in teachers for a specific period of time.

Developing the Educational Body:

The Provision of the teachers training by the central government and authorities: There have been special schools for teacher training follows the ministry of education.

It's number about (82) schools, and training schools are monitored by the Quality Standards Office to maintain their adoption or to close schools that do not meet the local quality standards in training.

Training is conducted at the colleges of education which located in universities where universities supervise teacher training.

Teacher Training Agency:

It is a cooperative non-governmental organization that aims at raising students' level by training their teachers. Its tasks also include improving the quality and development of education.

Supervision of the initial program management of school training of teachers means to train teachers to teach in school instead of being theoretically trained in the teacher's colleges and colleges of education, which may be more theoretical programs, and less effective practice and field assessment of the teaching process, and works in this office a number of MA students.

Program of Rewards for Distinguished Teachers and Encouraging Self Education:

In this program, teachers are financially supported with severed rewards, their experience is used to train their colleagues in a financial way through presenting model lessons. The Participation in the initial training of junior teachers and also the self-education is encouraged, with rewards ranging from (500 to 700) pounds per teacher.

Teacher Exchange Program:

In order to gain external expertise to growth and develop the teacher's skills, the Ministry has put a global exchange program which through it in teachers for a specific period of time with friendly countries.

Teacher Exchange Program:

In order to gain external expertise to growth and develop the teacher's skills, the Ministry has put a global exchange program which through it many exchanges in teachers happen with friendly countries for a specific period of time.

Satellite channel:

To work on exchanging experiences between teachers and schools as well as with friendly countries abroad, in 2005, the Ministry of Education inaugurated a digital channel for especially for teaching and education; it broadcasts topics such as teaching methods, teacher training and educational developments.

Program of Training Teachers to use Computers:

A strategy was developed over time to train teachers on the use of computers and the Internet in education.

Renaissance of Education:

1. Establishing a national curriculum consisting of constituent materials and pivotal materials. This curriculum is offered to the age group of 5-16 years.

2. Giving greater powers to schools and emphasize the role of parents in the council of school, this means reducing the role of local education authorities.

3. The education system has been decentralized and become a democratic role based on local partnerships in the development and improvement of education.

4. Give parents the right to choose the schools they wish to enroll their children in them, whether they were close or distant.

Obstacles of Education

1. Violence in schools among students and some or against teachers to the extent of the using weapons, especially the students of high school.

2. Bullying and love of controlling by some students and the appearance of what is similar to gangsters

The German experience:

Forces and Influential factors:

Location and Population:

Germany is located in the center of Europe, bordered to the north by the North Sea, Denmark and the Baltic Sea, and to the south by Austria, Switzerland and from the east by Poland, Czech Republic and the West by France, Luxembourg, Belgium and the Netherlands. Germany has a population of 357,021 KM square and has a population of 81,751,602. It is the most densely populated country in the European Union and is also the third largest country in terms of the number of immigrants to it.

Terrain:

The highest point in the Alps is Tsugchibica, which is 2,962 meters (9,718 feet) in the south, to the North Sea coast in the north-west. The Baltic Sea in the north-east. Among the forested highlands in central Germany and the lowlands in northern Germany, the lowest point of Wilstermach is 3.54 meters (11.6 feet) below sea level. Where the

Danube and the Rhine are considered the main rivers, and there are glaciers in the Alpine region.

The most important resources:

The natural important resources include the raw iron, coal, potash, timber, lignite, uranium, copper, natural gas, salt, nickel, and good land for farming and water.

The language:

German is, in fact, a mixture of different languages, whose elements are mixed with the Sanskrit language such as Firsian, Alomannic, Bavarian and Hessian.

Affecting factors:

Economic factors:

The university of Halle was established in 1694, and the university of Göttingen in 1837, then the establishment of the university of Berlin in 1809, but the destruction of the old concepts of the University, where the university is no longer just a metaphysical theory away from life, it became a living study, making the university part of life, not an ivory tower isolated from it, and then joined to the university - in addition to Its traditional colleges - Colleges of

Technology, Medicine, Engineering, Agriculture and Pharmacy.

The trained workforce, brought out by the German educational system before the war, to the world of work. It has played a major role in eradicating from economic ruin and achieving growth over several decades. Even Germany is one of the world's top ten industrialized countries, despite being a poor commodity in raw materials. West Germany is considered one of the world's leading industrialized countries. The most important factors that helped in this economic achievement were the technological and managerial skills in industry. Universities and institutes of higher education provide appropriate education and training for this achievement.

The Unified Germany (1990), a mixed economy country, school has instilled in children, from early childhood, the habits of loving work and ethics. The German government cooperates with industry and other counseling and professional programs early at (age of 15-16), so that students will know the needs, skills and level of knowledge to be achieved in order to reach a specific career or occupational goal.

Religious factors:

Most of the population of Germany is (75%), Protestantism or Catholicism (approximately 37% Protestant and 35% Catholics).

Protestantism is concentrated in northern Germany, while Catholicism is concentrated in the south. The remaining percentage (more than 25%) they are not religious. Or Jews or Muslims.

There were about 180,000 Jews in Germany before the war. There are now about 30,000 Jews, and the concentration of Jews - in Germany - was in Berlin city. Protestant reformers advocated the reform of schools and universities as an input to reform the German society and their life, and where they expected to devote part of the Church's income (church property) to fund the establishment of new schools. The Protestant reform process continued in the field of education. The Protestant had struggled in the field of education; Luther has struggled to fix what he has corrupted, then Luther appealed in his letter to the German mayors (local authorities), in 1524 to establish the schools.

In 1530, his time was greatly exceeded. He suggested that education should be compulsory and provided to children at the expense of the state. The education systems in Germany reflect the very national character, and the writings of Hans - in this

regard - give a good model, for the impact of factors of nationalism on the educational system, after the treaties Tilsit in 1807, Germany lost its political independence and was divided into many feudal states under French Napoleonic rule. The Rhine became an extension of France and under French legislation. Germany seemed to lose not only its political independence but also its cultural heritage and national unity.

History of Education:

The historical development of the educational system in Germany can be addressed in the form of the stages of growth it underwent as follows:

The period of the German Empire (1870-1918)

The popular schools, some of which were compulsory, and the disparity in the achievement of compulsory education and the spread of schools there, from another state. The focus was on religious studies, where the administration of the "popular schools which are administered by religious authorities. Also in the thirteenth century, a number of development and non-ecclesiastical schools were established; they were under the supervision of religious bodies, which provided vocational education to merchants and craftsmen.

In 1872, the average schools appeared in response to the needs of the industrial society. The duration of the study was six years, and after passing the acceptance test for the students enrolled in it at (age of 10).

The classical high school was established in 1893, it was educated the privileged classes, preparing them for German universities. The schools developed during the period of the empire. It was noticed that the principles of achieving universal education for all appeared near the end of the eighteenth century, it began to take the character of execution during the period of the empire.

the first German university was established in the city of Braggio in 1348, by the end of the 18th century, there were forty-two universities, which Latin-school students - In cities- could be attended by.

Period of Weimar Republic (1919-1933)

Interest in secondary education increased during this period, and emerged (German high school), which focused on the German language and culture, and the rural high school was established to enable rural children to complete their higher education. These reforms were the result of increased social demands, the reorganization of secondary education, and not directing it to the service of the upper class

in society. It also notes - in these periods - the agreement to establish a basic school for all pupils aged from 6-10 years, the school must choose from among the pupils of this school, to join the middle school, or secondary schools.

Period of (Nazi rule) (1933-1945):

This period was characterized by the emergence of educational policies, and subject to philosophy and the Nazi regime, and the centrality of administration. The educational system was developed under the supervision of the Ministry of Education, Culture and Youth. The authorities of the German states have been reduced to the educational system. In order to deepen the idea of Aryan (purity of sex) among individuals, who will know under the ideology of the Hitlerism regime.

In this period, children have been raised for xenophobia and distrust, children are encouraged to challenge traditional institutions of society, including teachers' authority, the schools of the regime's castles and the schools of Al-Fawhar, they are schools which based on party and political education and the building of leadership cadres, and may be entrusted with overseeing the party's activities, And by guaranteeing of party loyalty and devotion to the

principles of the socialist nationalist movement (Nazism).

The racial pattern, underpinning German Nazi education, led to military victories, human and educational defeats and destruction in Germany's basic economic structures. The Nazi regime did not achieve what it wanted, even though it employed the educational system effectively to achieve its objectives.

Education Administration:

It is three levels

- Level 1: the (top) Level, represented by the Ministry of Culture in the state.
- Level 2: The center, it consists of the administrative departments of the governor or the independent high schools, supervised by the government administrators, and the school councils, which in turn have the honor of vocational schools
- Level 3: (The base) represents in the educational departments, which supervise on the basic, public schools, specialized schools and the (school counselor) heads the educational administration.

That is, the administrative organization consists of the manager, the school counselor (director of education), the governor, the ministry of culture in each of the German states.

The article of (21) of the German Federal Constitution provides for the contribution of political parties in Germany to the development of the instructional and educational policy in force in the country. It should be noted that the Germans chose the educational system in West Germany, whether in its policies or administration. It should also be noted that the educational administration in Germany does not include a federal or federal restriction in educational administration.

The Educational Ladder

There is a role for kindergartens in Germany, but some may be part of the educational system in a few states or outside the educational system in most German states. The establishment of this role is based on private or religious governmental institutions and bodies, the primary schools in all German states are considered as the beginning of the formal education system. The first four grades are called the primary school. The study extends to the sixth grade in some states. Students are taught three or four years to complete compulsory education.

Students are taught three or four years to complete compulsory education. After that, there are intermediate schools in most states. Students are accepted after completing compulsory studies for either the fourth or sixth grade.

The study continues until the end of grade 10. The school is similar to the lower secondary school in the United States and the modern high school in England. There is an academic high school and the school extends from seven to nine years and is accepted after the students pass some scientific, cultural and capacity tests. There are other secondary schools where students are less than (4) or (6) years old in rural areas. There are specialized secondary schools for girls, such as home economics and teaching for three years. They offer scientific and academic programs as well as home economics.

There are schools for the economy and business administration, the duration of the study is three years. The study focuses on economic systems and business management and may qualify for higher schools in this framework. There are also technical schools, they accept students after the period of compulsory education or education in the apprenticeship centers, and there are vocational schools that students spend three or four years. Strategies for the Integration of General and Technical Secondary Education in Germany,

students' choices for their future careers begin at an early stage of their academic life. After four years in primary school, students are guided and introduced to various types of education during the fifth and sixth semesters, the basic is five-year or six-year basic schools, and a prelude to choosing the economic track after the sixth year and the beginning of the seventh. The education system in Germany is depend on the principle of complementarily between general and technical education and between theoretical study with practical training, the channels of education are open between them, the chances of completing high school (post-secondary) are available to graduates of technical secondary education.

Integration in the curriculum is reflected in the following:

- The wide diversity of secondary education has allowed it to study optional subjects as well as compulsory subjects.
- Communicating the general secondary education in all it's forms in secondary schools that teach humanities, secondary schools that teach mathematics and science, and comprehensive schools, both cooperative

and integrative, and all of which have curricula that provide pupils with basic knowledge, science and public culture.

- Technical secondary education curricula include theoretical science and practical applications that qualify the graduate to continue their high education or to join the labor market.

The Integrated education systems are existing in Germany, including:

1. The dual education system embodies the elements of general and technical secondary education, including its general subjects (mathematics, languages, social sciences and economics), professional materials as well as electives.

2. There are supplementary schools of one or two years to specialize in the rehabilitation of graduates of primary schools and middle schools for certain occupations, as well as in the fields of admission to universities or higher institutes after practicing the profession for a specified period.

3. The secondary specialized system is the latest type of vocational and technical education schools. It accepts the graduated students of middle school who have completed ten years of study. They are

qualified within two years to join the higher education schools. In the first-year curricula, there are scientific and specialized materials and training in the field of specialization in schools and factories. The second is for basic specialized sciences. These schools include engineering, technology, economics and agriculture.

The Educational Policy:

The Federal Republic of Germany has sixteen states, each with a minister responsible for education, which is based on the same federal principle, which provides for the distribution of powers between the federal government and the 16 states. The federal government's mission is focused on legislative, financial and educational planning. The German Federal Constitution emphasizes the need for cooperation between the federal government and the German states in the field of education.

In terms of implementation, a committee known as the Union Committee for Educational Planning and Scientific Research, as well as the Ministers of Education and Culture of the States, he is known as the Permanent Conference of the Minister of Culture of the German Federal States, work on coordinating the educational work within the German educational system, as well as groups and in the organization of educational facilities and the identification of

educational trends and the content of school curricula, and the recognition of diplomas granted have helped to provide educational offers and educational facilities are similar, consistent, and efficient.

The The Financing of Educationing:

Funding of education in Germany is distributed between the federal and state governments (the largest share of the education budget) and the municipalities of cities and villages. The states pay the salaries and expenses of teachers and workers, as well as municipalities.

1. No German state may impose any fees on public school students.

2. All states provide students with free materials.

3. The responsible authorities allocate vehicles to transport students to school and vice versa.

4. Students are entitled to financial assistance under the German Rehabilitation Promotion Act.

The financing of education in Germany, like many Western capitalist countries, depends on the states and regions, and some of the free capitalist bodies that contribute to the financing process, but in different proportions, in light of its objectives and financial ability, while taking care of the German state policy in education. The states, territories and local authorities, and some free bodies contribute to

the financing of education in different proportions and the proportion of spending by the German states on education, and in light of the circumstances of each state there are some states that provide limited financial support from the budget, and there are some other states that pay significant financial support, as it is linked within the state and the budget size.

Therefore, the contribution of the states to fund education and spending varies from one state to another. The percentage of some countries spends between 16% and 40% of the total budget. The education budget in each state bears the payment of wages and pensions of teachers and considers it as the responsibility of government. While the region and local areas provide funds for the provision of buildings and maintenance of education, in addition to the support provided by the German state government. Some states provide financial support, grants in some cases and free schools. When these states decide to cancel school fees, these schools provide financial support to meet their budget deficits due to the cancellation of school fees. There is no education tax in Germany, which is directly in favor of education, but education is financed by public taxes collected by state or local governments.

The foundations of spending on education in Germany:

1. Relying on local authorities and state governments to provide their budget for education and spending on it.

2. Education is finance from public taxes to the states, and allocate for the benefit of education and expenditure.

3. Some schools receive financial support in the form of subsidies and grants to compensate for their budget deficit.

Companies and factories provide technical equipment such as vocational and technical training programs for students to prepare students for various jobs, and providing them with the skills and practical experience that helps them to join the labor market. The federal government provides about 7% of the total expenditure on education, while the states provide about 32%, and the local authorities pay the remaining expenses of education, amounting to about 23%, along with public funds, and the suspended aids by the scientific societies.

Areas of Expenditure on Education

The most important aspects of spending on education are as follows:

- Paying teachers' salaries, bonuses and pensions through German state governments.
- Construction of school buildings, and maintenance through advanced local authorities.
- Providing equipment and raw materials for these schools.

Turkish experience:

Influential forces and factors:

Location:

The territory of the Republic of Turkey lies in the Anatolia region of the Asian continent and a small part of its territory is located in the Balkan region of the European continent. Turkey overlooks on several water bodies - the Black Sea, the Mediterranean Sea, the Sea of Marmara and the Aegean Sea. The total area of the Turkish territory is 783,562 km², of which 770,760 km² are lands and 9,820 km² are water. The territory of Anatolia is 97% of the country.

Climate and Terrain:

Turkey is known for its many mountains and highlands, surrounded by high mountains and Balanced with beaches extending into a spiral way. The coastal areas of Turkey, overlooking the Aegean Sea and the Mediterranean Sea, have a mild Mediterranean climate, with a hot and dry summer and mild to cold and wet winters. The coastal areas of Turkey and the Black Sea are characterized by a warm, humid, summer, cool and humid winter climate. The largest amount of rain falls on the Turkish coast from the Black Sea, the only region in Turkey with a high rainfall rate.

The Language:

The Turkish language has been an official language in Turkey. Since its establishment, the Turkish Republic has endeavored to spread the Turkish national spirit and to remove the Islamic religious character from Turkey. It adopted the use of Latin letters instead of Arabic. The law punishes those who violate the prison and fine. After the establishment of the Republic, it started to decline and the teaching of English as a foreign language began to take its place in the study of plans, followed by French. Arabic is taught as a foreign language in

the institutes and religious schools to graduate the imams.

In general, Turkey may retreat further from trying to force Turkish minorities to live in, especially the Kurdish minority as it seeks to join the European Union, which may be reflected in the future on the existence of linguistic bilingual in the educational system in the Kurdish areas.

Religion:

Islamic religion is the majority of the population is 98.9%, the majority of who are Sunni, and a small percentage are Alawites, Armenians, Greek Christians, and Jews. The religious activities faced a harsh war from Ataturk, which served to secularize the Turkish society. In general, the harsh attack on the manifestations of religiosity eased after Ataturk because of the penetration of the religion of Islam into the hearts of the Turkish people. Edward Mortimer said: Mustafa Kemal is Ataturk despite all the actions taken to modernize and secularize Turkey.

All this has affected on the education system and It's non-religious nature, but it began to decline after Ataturk, to the extent that religion was re-taught as an optional subject. Religious and moral culture

became compulsory in public education for two hours a week.

Population:

Turkey population has been increased by more than five and a half times since the establishment of the Republic of Russia in 1923 to 2002; due to the low mortality rate, and because to the high level of health care, the population reached 70.3 million in 2002 with an annual growth rate of 2% According to the UNESCO Human Development Report 2004.

The population of the age group 5-24 years, according to the census 85, is about 46% of the total population, is 23124881 people, and Turkey is experiencing a large migration from the countryside to the cities.

All of this leads to an increase in the increasing burden on the educational system, which leads to its inability to comprehend all citizens of the age of education. According to the Human Development Report 2004, the illiteracy rate among adults 15 years and over is 13.5% in 2015.

Economy:

Turkey is considered as poor country in mining, with minerals contributing only 3% of GDP, and Turkish oil covers only 20% of the country's needs.

- In agriculture there are diverse possibilities because of the diversity of climate, terrain and abundance of water. Turkey has adopted horizontal expansion in its agricultural policy, which has led to an increase in agricultural land. Cotton is the main crop in Turkey, followed by wheat. Making it export it abroad.
- The industry is a rapidly expanding sector based on the iron, steel, chemicals, textiles, paper and textile industry. Turkey experienced an industrial prosperity from 1936-1960 but suffered a severe crisis in 1977 due to the lack of workers' remittances in Europe due to the restrictions imposed by Europe on migration. Due to the increase of oil prices, it is expected that Turkey's entry into the European market will lead to the recovery of the Turkish economy tourism and consider it as an important sector of the Turkish economy. In the first eight months of 2004, only 17 million tourists visited Turkey.

- There is certainly a reflection of these economic conditions on education, which led, for example, to the imposition of fees for students after compulsory education (primary and intermediate), and also the great importance of the tourism sector led to develop special institutes for tourism.

The Most Important Laws Affecting in Education:

The Turkish law affirms that education is the right of every citizen regardless of his or her language, sex or religion. Educational services are organized according to the interests and capabilities of citizens and the needs of the Turkish society, to direct individuals to different programs and schools according to their preferences and abilities. Recognize those using objective standards and tests within the framework of educational guidance services.

The law provides for equal educational opportunities for all male and female citizens by providing basic education for (8) years, in addition to continuing education in the public and vocational fields through adult education programs. The State also provides appropriate education for disabled and talented students.

Philosophy of the educational system:

Education is the right of every citizen regardless of his language, gender or religion. Educational services are organized according to the interests and abilities of citizens and the needs of Turkish society. Individuals are directed to different programs and schools according to their preferences and abilities.

Guarantee the equal educational opportunities for all male and female citizens by providing basic education for (8) years, in addition to continuing education in the public and vocational fields through adult education programs. The State also provides appropriate education for disabled and talented students.

Education Objectives:

Educating every individual in the Turkish nation to be a good citizen, developing the individual who loves his family, his nation and his country, and who is aware of his duties and responsibilities towards the Turkish Republic as a secular democratic socialist state governed by law in accordance with the principles of human rights and the provisions of the Turkish Constitution. The education of Turkish citizens is an integrated, balanced, physical, mental, moral, spiritual and emotional development, so that

they can be free, independent figures with a scientific mindset and a liberal orientation.

Educational ladder:

- Mandatory (primary) level: five years
- Middle school: three years
- Secondary level: literary and scientific (three) years
- Post-intermediate teacher training institutes: three years
- Professional and Technical Secondary: Three years
- Technical Secondary: Three years
- Secondary religious: four years

These stages precede the pre-primary or kindergarten stage, ranging from three to six years of age, and are not within the educational ladder.

The duration of the school year varies between primary schools in rural areas and cities. In the countryside, the academic year is not less than 170 days, and in the city schools not less than 200 days.

1. Pre-secondary education (primary level): The education of children between (6-14) years, divided into two parts (primary 5 years, the intermediate 3 years)

2 - Secondary stage: It includes four years of study and the secondary school system is specialized in the second year, as the first year is a general preparatory year covering all subjects, and then comes the specialized secondary level for a period of three years, Specializations in secondary schools include:

1 - General specialization: where the student completes the study in the curriculum in general and varied. But this specialization is in turn divided into four tracks: the Turkish language track and mathematics, the science track, the course of social sciences and the course of foreign languages.

2 - Languages specialization: which specializes in schools, it called (Anatolian schools) where the study is in English in addition to the second language chosen by students such as French, German and other languages.

3- The Islamic religion and the Arabic language. It is specialized in schools which is called imams and preachers schools. The curriculum focuses on comparative studies between Islamic and other religions, Arabic and some Islamic subjects.

4- Education and vocational training.

5 - Military secondary specialization.

6- Scientific secondary specialization.

7 - Industrial and electronic secondary specialization.

The secondary school in Turkey is not mandatory and not free.

3. Higher education: It includes all institutions offering students at least two years of post-secondary education, and thus includes: universities, academies, and technical and professional higher institutes.

In 1981, the organization of Higher education was promulgated, which incorporated all types of higher education in universities.

Students are admitted to Turkish universities only after passing the national entrance examination. University education in Turkey is not free, even in public universities, but the state provides free grants provided the student undertakes to provide public and private services in the fields of medicine and rights.

4- Non-formal education: It covers all educational activities for adults in the framework of formal education or outside it, including all adults and continuing education programs, and is active in two areas: general education and technical education.

Literacy programs are highly respected by the state. In 1923, the illiteracy rate was 90%, and the human development report in 2002 dropped to 13.5% among adults aged 15 and above.

The programs of adult education and continuing education in the field of technical education and vocational training are provided in the factories. They attend by those who have complete primary education. The Ministries of Agriculture, Health and Labor also organize practical and training studies for those wishing to acquire professional experience.

Characteristics of Education: **Teacher Preparation:**

The National Education Law defines the period of qualification that required to prepare the teacher for four years of study in colleges or institutes after high school and after passing the university and college entrance examination. The teacher preparation program includes three axes: cultural, academic and vocational preparation. The study in the colleges of education and teacher training institutes depends on the application of the semester system and the credit hours. The preparation program is also concerned with field of training, and the preparation program is carried out according to the stage that will be given to the student after graduating.

The Ministry of Education is concerned with the training of teachers on the job; therefore, training courses are organized in the institutions of higher

education in evening or summer programs or by full discharge of the study.

The government has taken a number of measures to improve the status of social teachers. It has set up a teachers' hospital, opened clubs and recreational centers for teachers, developed a program to provide housing units and has increased salaries in recent years.

Teaching competencies:

Teachers' tests consist of two basic tests:

1. General testing: This test covers the general educational areas in which all teaching specialties are involved. This includes the following:

- Professional knowledge.
- Enhance learning.
- Support learning.
- The Professional responsibility.

These are covered by a number of general criteria, which are shown in the figure below with varying percentages of their representation of the total content of the fields. For example, the criterion of teacher knowledge of the student and how he learns 10% of the content of the standards. The standard of knowledge in general teaching methods is 15% in different proportions, taking into account in this division the weight of the skills and knowledge

needed by the teacher in his teaching career and It's importance.

Specialty test

This test covers the core areas of each of the teaching specialties covered by the tests.

Nature of the test:

The general exam as well as the specialized tests consists of (88) questions, except mathematics and physics, which consist of (60) questions.

Scientific Research:

Turkey is interested in scientific research, where the number of researchers in Turkey in (210 to 150) thousand researchers and in 2015 the number of researchers to 200 thousand researchers.

The Educational planning:

Al-Fateh is a project aims at providing equal opportunities in education and introducing modern technology in schools through the use of PT devices, that make the student use as many of his senses as possible as he can. Under this project, laptops will be distributed to 620 thousand classrooms and projectors. And will modify programs to suit this

new technology and teachers will be trained to use this new method of education.

Curriculum:

It is well known that the curriculum in Turkey is secular and that it is a counterfeit copy of Western education, especially France, but the Ministry of National Education and Sports plans the curriculum

1 - The curriculum of the primary stage: At this stage focused on the Turkish language, occupy about one third of the primary school plan, followed by mathematics, but religious and moral education begins only in the fourth grade, as noted lack of sports education quotas take those approaches. The plan is characterized by fixed dates and quotas for non-grade active ities. The number of weekly plans shares per class is 25 plans.

2- The curriculum of the intermediate stage: The interest in the Turkish language continues, followed by mathematics, science and social studies as the basic subjects that give the students the necessary experience to continue secondary education and understanding of life. At this stage one of the foreign languages (English, French, German) the number of weekly plan shares per class is 30 shares.

3--The curriculum of the secondary stage: the general secondary first grade and starts the complexity of the second row of literary and

scientific branch, the plan of decisions for the secondary stage was keen not to separate the sharp between the scientific and literary.

The general secondary science is focused on mathematics and natural sciences. The first grade is general. In the second grade, students specialize in the scientific department. In the third, the student chooses between two majors (Science and mathematics), and the number of classes per class is 35 weekly.

There are a number of secondary schools in the Turkish educational system that applies the prescribed hour's system, which includes some compulsory requirements. There are four specializations in this type of secondary education: Turkish language and literature, economics and social sciences, mathematics and nature,

Admission criteria in Turkish universities:

- Equivalent secondary certificate. The equivalence is done at Turkish higher education offices in Turkey.
- Identification of the marks obtained by the student in secondary school.
- Achieving an acceptable degree from one of the internationally recognized examinations such as SAT, TOFEL and other international examinations or obtaining an acceptable degree

in the entrance exams to the current universities in some countries or an acceptable degree in the (Y & Oum;) Center for Testing and Training for Students The universities will announce their admission criteria on their websites

- Students who are not proficient in the language of study (Turkish or English) should continue to study intensively for the preparatory year, which includes the study of academic subjects In addition to studying the Turkish and English language for 8-10 months, with fees ranging from 5000-6000 dollars (tuition fees for English and Turkish).

The Education Administration:

Turkish education is administered according to the central pattern, The Ministry of National Education, Youth and Sports is responsible for directing and supervising educational services in accordance with the National Education Law at all levels. The Ministry assigns part of its responsibilities to the general directorates of education in each governorate, headed by the Director of Education. As for Higher education is supervised by the Higher Education Council, which is independent from the

Ministry of National Education and whose members are appointed by the President of the Republic.

The Financing of Education:

Which is spent on education in Turkey is from the general budget of the state, the funds allocated for education in the provincial budget, and the financial aid received by the educational system from individuals and institutions. This table shows the value of education expenditure from the general state budget.

Doors and Spending ratios:

Budget Education: The General Budget of the Year

- In 1927, it reached 3% with a value of 7 million Turkish lira
- In 1935, 5% worth 10 million Turkish lira
- In the year 1940 was 7% worth 21 million Turkish lira

1981 it amounted to 8.9% worth 1.540.965.307 Turkish lira

- In 1984, it amounted to 10.62% with a value of 3.211.982.000 TL. It's noted that the proportion of expenditure on education increases with the progress of time and primary education accounts for a large

share of this budget, reaching in 1983 (43%) of the education budget.

Developing the educational body:

At the level of educational policy, a number of legislations have been enacted, such as the Higher Education Law, to solve the problem of multiple supervisors (colleges, higher institutes for the preparation of teachers, higher technical institutes, academies) And confined them to the universities.

Among the innovations was the enactment of educational legislation in 1983, it was aimed at combating illiteracy among citizens over the age of primary education that aged between 15 and 45 years by teaching and training for a period equal to primary education. Thus, non-formal education "functional literacy" With the assistance of international organizations.

Renaissance of Education:

The structure of education has undergone several innovations, including internal regulations and rules of admission, and the expansion of the perception of education to include types of education outside of formal education. One of the most prominent innovations was the implementation of the Comprehensive school in 1983/1984.

The educational content has resulted in many educational innovations, including the reformulation of the curricula of the elementary and middle schools within the framework of the unified school program of eight years, it was also reviewed of the history books and geography to focus on the history and geography of Turkey with the introduction of a new course on the history of Turkey And the changes made by Ataturk.

In the field of religious education, the optional course for religious education was integrated with the ethics curriculum and became mandatory from the fourth grade to the end of secondary school.

He also took care of the teaching of English as a second language, and developed the specialization of the second foreign language in addition to the scientific and literary specialization and applied experimentally in (20) secondary schools.

In higher education, the experience of open universities began in 1982 to allow people who missed university education to recover.

The Finnish Experience

Population:

About 5.4 million people reside in Finland, where the majority is concentrated in the southern region. It is the eighth largest country in Europe and the least populated country in the European Union. A parliamentary republic with a central government based in Helsinki, and local governments in 336 municipalities.

Economy:

Finland leads the list of the best country in the world in a Newsweek poll in terms of health, economics, education, political environment and quality of life. Finland is considered as the second most stable country in the world and the first in the Legatum Prosperity classification. Finland is currently the third country in terms of the proportion of graduates to the population of normal graduation age and ranks third in terms of global economic competitiveness according to the Forum's Global Competitiveness Report Economic development.

Stages of Educational Development:

In the beginning of the nineties, Finland's economy resulted in a Sharp decline in gross domestic product and high unemployment. The

government decided to focus on the development of the telecommunications sector. This necessitated the development of the educational system to suit the new trend. This reflected Finland's development in all fields. Finland was a breakthrough, but it went through stages and took time, effort and perseverance, accompanied by research and theoretical studies and applied field of experts and specialists in education, psychology and educators in the field.

Philosophy of the Educational System

1. The child's psychological comfort in school, being the place where he spends most of his time, and the education system is available to all students in all regions of Finland free of charge in schools supported by the government sector.

2. The education system has worked to bridge the gap that creates disparity among students by increasing the skills of all students.

3. The first six-year-old of child is the most important in school because it is the period of building knowledge, simple skills, learning life and acquiring knowledge to benefit them in the next stages.

4. General compulsory education is completely free of charge, and stationery books and tools are free of charge in this period.

5. Teachers maintain the government standard on curricula without complying with a written curriculum, and it is nice that the teacher has the right to divide the material and choose the lessons that he wants to give and the method of teaching according to his wishes and his conviction of the importance of the materials and their comprehensiveness and preservation of the strong scientific content.

6. There are no tests in the first nine years, but an evaluation of performance by teachers, thereby increasing students' confidence in their abilities and themselves and not allowing them to be discriminated against, and to be more attentive to them.

The Education system:

Education in Finland is a value in itself, not related to diplomas or degrees, so the grade teacher who continues with his students from the first grade to the sixth grade, he teaches almost all subjects, each of whom knows the right to know, knows his abilities and inclinations, and continues to grow, so that eventually everyone reaches a level close to science and knowledge, a break from the certificates of appreciation of the conspirators and the letters of dismissal of the two candidates, the features of this development, are (elementary school (which lasts for

nine continuous years, in which all students learn without dividing them into elementary and then intermediate education.

The Goals of Education:

The goal of education is based on the philosophy of transforming education from refinement and reform from a better life to full pleasure education, is designed to be an active and productive learner in society and is mentioned in the second paragraph of the Finnish Basic Education Act: (the basic purpose of education is to support the development of the child to become A human being and a responsible member of the society and providing the necessary knowledge and skills for life.

The Educational Ladder:

Formal education begins at the age of seven, primary school usually lasts about 6 years, followed by the middle school for three years, with education compulsory for those aged between 7 and 16 years.

The Finnish elementary schools are very small, and the school may consist of a small number of students starting at a maximum of 300 students, with students moving to junior secondary school at the age of 12 or 13 to start from 7th grade through 9th grade.

Less than 3% of pupils in basic education in special schools. Private and public institutions are under the supervision of the Ministry of Education and Culture.

Features and characteristics of education:

1. Auxiliary and catalytic infrastructure.
2. Respecting the specificities of every child.
3. Modern teaching methods.
4. Flexible and stimulating calendar system.
5. Material means under the sign.
6. Human relations in school.
7. Independence and performance evaluation of educational institutions.
8. Finland does not know the privacy tutorials at all.

Teacher Setup:

Teachers in Finland have a prestigious position, the State seeks to attract and engage the excellent, prepare and qualify them intensively and extensively in universities in subjects of their specialization in psychology and pedagogy of the modern variety of theory and practice that enable them to Perform their duties and deal with the varying levels and abilities of students. Teachers are supported, encouraged and enriched after graduation and involvement in work in schools with students, it is noteworthy that Finnish

teachers for elementary, preparatory and secondary levels of the master's degree campaign or PhD.

Benefit from education:

Over two decades, Finland has been transformed into one of the most prominent scientific and technological castles, and has become an unprecedented boom in the world's most successful educational system. Education in Finland is a unique experience and a worthy mark, and deserves to be respected and appreciated for what they have achieved in this area. A country that has been marred by political conflicts and global wars in the past, it has made tremendous strides in education that have completely changed its features. Let us make it an example for Finland and its example, and make the factors of building up its rise, and the reasons for the success of the educational system as a model for construction and renaissance.

Evaluation and testing system:

Flexible and Motive Evaluation System: Finland's calendar system does not rely on the numerical point of the penalty to distinguish learners - especially the small age groups - and to decide whether to succeed or fail. The law prohibits repetition only in exceptional cases after the consent of the person concerned and his or her family. Thus, each learner

has the opportunity to improve according to his own potential and his own pace. Even when starting to drip from the age of thirteen, the student drops from 4 to 10, and prevents him from scratch so as not to feel frustrated and failure. What is important is to value the gains of the learner and encourage him to self-learning instead of highlighting his shortcomings

Working Time:

The school year extends over 190 days from mid-August to early June. The school lasts five days a week. The minimum number of classes is between 19 and 30 per week, depending on the level and number of optional subjects. Daily and weekly schedules are set in schools and there is local independence for extra holidays.

The curricula:

- The mother tongue (Finnish and then Swedish), literature, second language (Swedish and then Finnish, contrary to the first status), the first foreign language, ecology, health science, religion and ethics, history, social sciences, mathematics, physics and chemistry.
- Biology, geography, physical education, music, Arts, domestic and hand crafts.

Above all the obligatory ones, there are optional subjects and classes which present educational consults for students. Moreover, there are other subjects that determine the central circle for educational affairs.

It turns out that the majority of students choose English language as their second language along with their mother language. However, there are few students who prefer to study other languages like French, German or Russian.

Education Management:

The ministry of education and culture is responsible for planning, coordination, management, development and assessment of basic and general education along with secondary and vocational education. It is also responsible for teaching and training the adults. Consequently, each Finnish district has local administration which plays prominent role in education. Thus, the local authorities are characterized with independency towards schools. In addition, each school has the right in providing educational services according to its special administrative arrangements as long as it achieves its basic tasks that are determined by the law. Besides, the local authorities assign the location of each school near the students' residence. Noteworthy, the parliament decides the general principles for education's policy and the relative

legislations. Considerably, the ministry of education is the highest authority in Finland and thus supervises the whole forms of education and training.

Financing education:

Primarily, the government was funding the Finnish education system, yet many of local authorities provide self-financing prior to elementary, basic, secondary and vocational education. So, the training of general and vocational education is done through bilateral financing represented by the government and local authorities. However, the cost of secondary and vocational education is not covered by the subsidies of the government and local authorities. Besides, the municipalities' fund only contributes with 43% of secondary and vocational education budget, whereas, the government contributes with 57%. Moreover, students are exempted from paying fees, besides, food and health care is provided freely. In Finland, the education is usually free at all levels even the basic education. Not to mention, students of basic education receives financial aids to continue another full-time course that last two months. On the other side, students' financial aids are paid to attend high school, popular high schools, institutions of vocational training, technical institute and colleges until reaching doctorate level. In addition, there are scholarships are dedicated to studying abroad which

are provided by local authorities and other educational institutes. As to other educational institutes that provide private financing, they have the right to get financial support to cover the process of establishing their own educational institutes and that is done through allocating money from the government general budget. Nonetheless, universities also receive other incomes from domestic and foreign financial sources according to their services, so that the direct government finance ultimately represents approximately 70% of that expenses.

The quality and academic accreditation:

What distinguishes the quality assurance in Finland is the reliance on guidance rather than governing. Accordingly, the search operations on schools was abolished in the early 90s. This educational principle aims at urging to guidance through information, support and finance. In addition, those who provide the educational services are guided through selected aims in the regulatory lists rather than local basic curriculum and the rehabilitation requirements. Furthermore, the results of regular learning are subjected to national evaluations where a test to be chosen every year is either in mother tongue and literature or in mathematics, provided, other subjects should be evaluated according to the evaluation plan related to the Ministry of education and culture. The evaluation

plan should not only be restricted to the course subjects but it should also be extended to other subjects like Arts, crafts and other fields.

As for higher education levels, the institutes of applied sciences take the responsibility of evaluating their activities and accomplishments. Accordingly, this institutes receive the support from the evaluation of higher education council.

The higher education:

Finland's higher education is one of the best institute in Europe. Globally, it has been classified as first rank by the international economic forum. The number of international students reach 3% out of the total number of joint students to higher education and that is one of the lowest rate according to Development and Cooperation Organization, whereas the rate of advanced programs reaches 7.3%. Finland's higher education system composes universities and technical institutes. Moreover, there are only 20 universities in Finland including 10 multiple fields universities, 3 universities for technology, 3 universities of economy and business management, 4 academies for Arts and eventually there are 29 applied institutes with various fields.

On the other hand, the technical colleges provide number of educational courses for public institutes that came into effect at late time in 1990. These

universities are specified in vocational qualifications and solid connection with industry and business sectors. Thus, the colleges of applied arts are funded by local societies and special organizations. The qualifications are gained after passing three-year course and which can to some extent be equal to Bachelor degree. Afterwards, a similar degree of Master can also be achieved in five years of studying. Furthermore, it also provides a qualified Diploma to gain medical certificate specialized in Human, Veterinary or Dentistry. This course often lasts for six years. However, PhD courses and required researches were modified so that it can be achieved in no more than four years.

Second – Asian experiments in reforming education:

1- Japan's experiment:

Population:

The population of Japan is about (127) million. They comprise about (99,4%) of the whole population, whereas Korean on the other hand is about (0,5%) and what left are estimated by (0.1) who are from different identities.

Economy:

In 2012, Japan became the third economic country in terms of the domestic product followed the United

States and China. Industry sector represents three quarters of gross domestic product (GDP)

Education's development stages:

Rainbow plan for development of Japan's education comprises of seven strategies. These strategies constitute part of three primary stages. In fact, this plan considered as emergent that requires immediate applying before moving to the other coming plans:

First Strategy:

Improving student's basic competence by providing courses where students can easily understand and comprehend. This could be achieved through emphasizing that each chapter should include twenty students with basic subjects. Not only that, but the special students should also be given extra advanced subjects. By doing this, educational environment are prepared for next generation, moreover, a universal international survey must periodically be applied for academic achievement.

Second Strategy:

Encouraging on good upbringing of young people that are capable of contacting each other with warm heart, as a result, they take part in serving their community and other various activities. To achieve the abovementioned strategy, an advanced system must be applied that encourages students to serve the

community before graduation such as report on community service hours, in addition, they work on upgrading values and ethics through distributing “Kokoro” book which presents lessons on ethics and values in form of training applications and activate home learning.

Third Strategy:

Improving educational environment by making it interesting which in turn reducing the level of anxiety. This procedure is achieved through providing cultural and physical activities which in turn enhancing the activities of school clubs and taking the right measures that can recover the problems related to student’s behavior and making effort to review behavioral and stimulating system. Also, this strategy contributes in preventing children from misleading information.

Fourth Strategy:

First of all, making the schools educational institutes that gain parents’ confidence and society through achieving the academic reliance system which includes self-review by teachers. Secondly, adopting the system of permanent supervisor who would in turn help uplifting the education level of the intended school. Moreover, this system would also activate schools’ meeting by involving parents so

that information and experiences could possibly be exchanged. Finally, encouraging stakeholders to create different kinds of schools that meet different needs of various students.

Fifth Strategy:

Making efforts on preparing high level teachers through adopting indemnity and promotion system allocated for distinguished teachers. In addition, applying laying teacher off system to gain experience in the field of firms and factories business market. As for incompetent teachers, deterrent procedures should be taken against them until they gradually about to get fired.

Sixth Strategy:

Working on establishing high rank universities through encouraging the ministry of higher education and scientific research to graduate leaders of upcoming generations and working on changing the traditional methods which allow to accept special people who are under eighteen years. Next, joining third-year special students to high level programs. Moreover, establishing specialized vocational departments in a way that creating a competitive environment between various universities through providing administrative independency for government universities. Furthermore, facilitating the

process of exchanging experiences. In the same context, increasing the financial support for distinguished institutes and eventually achieving students' filtration system and focusing on the competency of teaching staff.

Seventh Strategy:

Creating suitable conditions for present time which in turn reflects on improving education services through reviewing and amending the principal law of education that fits the present time and, lastly creating universal plan that enhances the educational measures.

The Method of Educational System:

1. Relying on specialized research papers issued by government institutes.
2. Taking parent's opinions in consideration which in turn benefit their children academically.
3. Making the improvement according to technical and scientific updates.
4. In this regard, Forming subsidiary and central committees.
5. Relying on domestic product of education.

Subsequently, many committees are to be formed which contain experts, teachers and parents to improve the curricula in the light of the urgent need of the community and the entire world altogether.

The Most Effective Law in Education Field:

Basic and general education is obligatory and free for everyone: The article number (4) of education basic law states that the obligatory and free education is obligatory for a period of nine years. In the same token, the educational institutes are not allowed to charge any fees whether at governments schools or private institutes. In addition, the educational Japanese system is characterized by being obligatory and free for more than one hundred years. For instance, in 1900, the obligatory education was imposed from 6 to 12 years. At that time, student rate exceeded 90%.

Educational Ladder:

The educational ladder in Japan applies to this pattern (4-3-3-6), and as the following:

The Elementary level: This level consists of six year and students' age varies between (6-11).

The Intermediate Level (low secondary): The allotted time of this level is three years. Students, between (12-14), are allowed to enroll in this level after passing the elementary level. Notably, according to the law, the last two levels are considered as obligatory.

The Secondary Level (high): The allotted time of this level is also three years. Accordingly, students,

between (15-17), are allowed to join this level after passing the intermediate level.

The Higher Education: This term refers to universities, colleges, and higher institutes. Thus, students are allowed to join this level after passing the unified admission tests.

Despite these partitions, there are other patterns like:

- Pre-school age level: which represented by training children for the elementary level. Notably, the major schools are all private.
- Part time or remote secondary schools: which continues for four years and specialized for people who are, under special circumstances, unable to join the official high schools.
- Intermediate colleges: The period varies between (2-3) years. To which, students are allowed to join after high school.
- Colleges and technical and vocational institutes: which continues for five years. After passing the intermediate level, students are allowed to attend.

The Characteristics of Education:

1. Linking the curriculum to Japanese culture and society. Despite the invasion and its impact on all

aspects of life, the education system remains sound until this moment.

2. The flexibility and the capability of measurements and embracing foreign concepts. Moreover, the ability of the Japanese curriculum and educational system to adapt to those concepts with Japanese tint.

3. Moving towards democratic education through applying centralization in planning, and decentralization in achieving a huge amount of flexibility in formulating and organizing the curricula.

4. The dependence of training methods of education in Japan on practical scientific aspect.

5. Japanese objectives are renewal and it is being reviewed continually, moreover, they are object to changing according to the necessities and aspirations of the society.

6. Students' parents participate in activities of educational system through showing their notice and opinions and participating in curriculum development. In addition, there are two days dedicated to parents in which they visit schools and attend classes with their children.

7. In Japan, the curricula meet the necessities of economic mark and technical development which makes the prominent companies provide unlimited support to the educational institutes, not to mention

making their facilities a field where students get technical and vocational training.

8. In Japan, the curricula offer many options and different paths after low secondary school including the responds to the disparity in students' capabilities and specialties. In return, important social and economic necessities are achieved.

9. Associating with local environment through making visits and trips.

10. Continual adaption occurs for curricula to be consistent with the necessities of development.

11. Harnessing television service for educational purposes since (1959) and thus providing live broadcasting to schools.

Preparing a teacher: The teacher is by far considered as a vital factor in educational process, therefore preparing teacher is considered as a first priority to make the education process successful. In Japan, preparing teacher could be divided into four historical phases which are:

The first phase: Pre-war phase:

In the educational system of Japan, the references of research refers to the fact that first beginnings of emerging interest of teachers and train them was in (1872). Therefore, a law was issued stated on establishing a school for teachers, aiming at

graduating elementary schools' teachers. Interestingly, that school remained until (1943).

In (1943), teachers' schools were qualified under the government's supervision which made it promotes to the level of high vocational teaching institutes.

What distinguished those schools at that time are:

1. Creating appropriate accommodation and place for a learner.
2. In a focused manner, preparing students according to national orientation.
3. Providing reasonable income for students.
4. Providing leading position and appropriate social status for alumni so that they can work in society.

Second Phase: Post-war and defeating Japan:

After defeating Japan in second world war, the responsibility of preparing teacher has been placed on universities. Basically, those universities target high school alumni and teachers who trained on how taming children along with teachers who taught at elementary and secondary schools. Furthermore, no one allowed to teach at high school unless having got two-year training.

Meanwhile, the responsibility has been placed on national universities and the preparations became

part of the curriculum. Accordingly, teachers are committed to pass courses related to their field.

Third Phase: Post-treaty:

This one is considered one of the most important phase where Japan must recover its plight. In other words, Japan must rebuild a country torn by war that destroyed its potentialities. Thus, the victorious countries tried to increase the weakness level of defeated country through demilitarization. As a results, Japan made a condition stated that Japanese teachers, including elementary school teachers, must have got high certificate after preparing them in affiliated colleges.

Admission conditions in preparation institutes:

At the elementary school, the person who wants to be a teacher must have teaching certificate granted by teaching board that provided number of conditions through which fresh students are selected based on the specific criteria:

1. After second world war, the necessity of having a university certificate, as the new instructions, state that teachers must go through college to be a qualified teacher of elementary and high level.

2. Teacher must pass teaching preparation test.

3. To be qualified at teaching in high secondary school, teacher must study one additional year or obtain Master degree.

Fourth Phase: Current state to prepare and qualify a teacher:

Teachers are trained at intermediate college and universities. Consequently, teacher obtains a certified degree by ministry of education. Moreover, to be a qualified teacher, he or she is expected to pass the following phases:

1. General teaching: The period of teaching is (12) years
2. Studying at preparation institute: The period of teaching is (4) years.
3. Studying at preparation institute: The period of training is (4) weeks.

After graduation which entails six-month working, teacher is successfully granted a teaching license that qualifies them to practice teaching career. In addition, teachers must pass the test offered by teaching board, that is held annually, to hire teachers. Moreover, the license is renewed every (12) months.

Teacher classes and students' quota:

In Japan, the system of course teacher is applied on educating children's phase and elementary phase where one teacher teaches all or most of class subjects. Therefore, teacher's quota of this type is (18) hour per week.

On the other hand, most of low secondary level teachers are specialized and thus every teacher is responsible for one or two subjects of many classes. Accordingly, teacher's quota of this type is varied between (4-14) hour per week.

In addition, the majority of high secondary level teachers are specialized and teach only one subject. Accordingly, teacher's quota of this type is (14) hour per week.

Furthermore, elementary level teacher's quota is (19.4) students, whereas (16.9) students for low secondary level, and lastly (16.8) students for each teacher.

Evaluation and test system:

in Japan, the evaluation system of elementary level lasts throughout the year and thus there is no passing of failure for students.

As for low secondary level, there is a final exam that determines student's capabilities which acquired throughout 9 years. Notably, this exam is unified.

In respect of high secondary level, the responsible teaching board organizes admission test, whereas schools on the other hand organizes their own exams.

Accordingly, the ministry of education established a national center for universities admission. This center organizes national test on January to evaluate student's academic level applied to a specific university. Moreover, this test takes in consideration

student's achievement during secondary school. At the same time, universities adopt the results of those tests along with school's report, interviews, essay tests and scientific vocational tests to make a decision regarding students' approval. However, these tests cause huge problems, individually and socially, represented by committing suicide as it shapes students' life career. Therefore, it needs years of planning and considerable efforts, besides, it tends to be full of deceptive and unexpected questions. For this reason, the test causes a big pressure to all levels that focus on how to successfully pass the test and get the admission.

Teaching Times:

in Japan, the days of one semester reaches (240) days. The studying year is divided into three courses started from the beginning of April until the end of March the next year. These courses are distributed as the following:

First course: Begins at April (4) and ends at July (7).

Second Course: Begins at September (9) and ends at December (12).

Third Course: Begins at January (1) and ends at March (3).

Noteworthy, there are some high schools and high education institutes apply two courses system. As to vacations, they are varied and short which granted

between courses. The longest one is given in Summer on July (7) till August (8).

According Hussein (2006, p: 353), study days became five-day a week and the official break is on Saturday and Sunday. Whereas, previously, schools applied half-day study on Saturday.

Generally, student's daily classes begin at 8:30 a.m. and ends at 3:00 p.m. except kindergartens which end at 1:00 p.m. Notably, lunch meal is served to teachers and students, besides, students are allowed to practice optional activities until night at 8:00 p.m. and the allotted time is varied between (45-50) minutes depending on climate change.

The Authenticity of Teaching:

In Japan, the first educational system was found in 701 B.C. based on Tihho's law. Afterwards, successively continues among Noble and Samurai's clans. With the advent of Ido's era, he started to grant public people a free education through booklets like which called "Terakoea". Afterwards, with the coming of Mege's era, he established the modern system that is divided into many stages in a way that resembles the current system. The current system came into effect after Second World War which was created based on Japan constitution and basic education.

Curricula:

The elementary curriculum includes Japanese language, Social subjects, Mathematics, Sciences, Arts, Domestic economy (provided the last two years), Physical Education, Environmental studies, Music, Drawing, Hand crafts, Ethics and special activities. In addition, one hour is given to teach ethics. Regarding Japanese language, the allotted time which varied between (20-35%), out of total studying hours, is dedicated to master Japanese language according to weekly timetable at elementary schools. Teachers assert that students' work must be perfect and collaborative behavior must also be prevailed among students which reflects Japanese social values. For instance, children clean classrooms and alternately serve meal for themselves.

As a result, that reflects on preserving schools and acquire special traits related to respect rules, self-discipline and collaboration. Simultaneously, they already attain a huge amount of knowledge and information.

Intermediate School Curriculum (low secondary):

In Japan, intermediate school is called (low secondary school). It includes students who are aged between 12 to 15. The education at this level aims to enable students to become active and productive people in society. In fact, there is another hidden

purpose, that is, preparing students for high secondary level's test.

At this level, the subjects, students study, include Japanese language, social studies, mathematics, sciences, music, fine arts, physical and health education, industrial arts, ethics, social activities and other optional subjects.

Education Management:

Japanese educational system blends between centralization, as a basic, and decentralization. Generally, Japan is characterized by its educational system which is often prone to centralization. The positive aspects of this principle are providing equality in education and its appropriateness to all strata of society, thereby each child is provided with unified educational base. In the same context, the ministry of education specifies the general framework of schools curricula, moreover, each subject is designed according to number of allotted hours, therein unified curriculum is ensured to be adopted by every person in every school at specified time. In Japan, the ministry is responsible for the planning of developing the educational process. Besides, it manages various educational institutes including universities, intermediate colleges and vocational colleges. However, that doesn't mean that the centralization of education is absolute in Japan, in other words, there is a state of decentralization

where each district of Japan has a special educational council and is considered as the responsible for the management and achievement of education.

The Financing of Educationing:

Central local authorities (Municipality) financially support high and college education. Moreover, each authority offers essential financial support for the educational institutes through taxes and other income resources. In addition, there are some educational institutes that charge fees as one of the other income resources of higher education which constitutes about 10% - 20% of education spending. Japan invests 3.3% of the gross domestic production which equals 9.4% of total government expenditure.

Expenditure on Education:

In Organization for Economic Cooperation and Development (OECD) governments, the average expenditure reaches 4.9% which equivalents to 13.3% out of average government expenditure.

Quality and Academic accreditation:

The international recognition attracts the attention of vocational competent people. Thus, Japan's globalization contributes in increasing the need of world successful skillful people alongside calling for exchanging schools curricula to those of English language and applying electronic learning.

The criteria, formed by independency program, addressed qualitative and quantitative indications to measure the quality in:

- Teaching staff
- Buildings
- Facilities
- Fund

Noteworthy, most of educational institutes respond to those criteria and other related indicators to expand and rebuild the curricula.

National Institution for Academic Degree and University Evaluation (NIAD.UE) started to evaluate universities based on experts consulting system therein asserts on the evaluation relied on the clearance of objectives by the institutes. Despite of the difficulties in using this kind, it is characterized by its strength. Moreover, it encourages academic and vocational people to improve the best national levels.

These interests from the government and society encourage teacher on evaluating through performance levels and adopt self-monitoring program. In return, it positively reflects on developing data and information of institutional activities. Besides, the importance of rapid development in information technology and the increasing necessity of the information about the

performance to issue daily reports of teaching staff and students.

Teaching staff applies two kinds of evaluations:

The first one: Accreditation

The second one: Re- Accreditation

Supervision and evaluation: The process of performance evaluation is essential to members, human resource management and the organization all together. Accordingly, the biggest high educational system around the world is located in Japan. There are more than 47000 educational institutes with high rank. Moreover, all government universities work under what is known as Japan University Accreditation Agency (JUAA). Regarding private local universities, they work under local government supervision and thus establish Japan agency to supervise the smaller and fresh institutes. These two agencies work to deliver equal level where government and private universities are equal. Eventually, the fresh private colleges are supervised by private college agency.

Characteristics of Educational Curricula:

1. Linking educational curricula to Japan culture and society in terms of operations and procedure, regardless the invasion and its effects on all aspects of Japan.

2. Flexibility and adaptability to measure and embrace foreign thoughts and the capability of

educational curriculum and system to be adapted according to Japan tendency.

3. Moving towards democracy through centralization in planning and decentralization in achieving. Moreover, providing a huge amount of flexibility in forming and organizing educational curricula.

4. The dependence of training methods in Japan on practical scientific aspect.

5. Japan objectives are renewable and they are constantly reviewed. In addition, they are subject to changing according to society aspirations.

6. Parents effectively take part in educational system and the development of curricula through their notices and opinions. Moreover, there are two days dedicated for parents where they can visit school and attend classes with their children.

7. In Japan, the curricula meet the needs of economic market and technical development which in turn makes the distinguished companies provide unlimited support for the educational institutes. Rather, they offer technical and vocational training for students.

8. In Japan, the educational curricula offer various options and different tracks after low secondary school according to student's competences and specialties which in turn accomplish important social and economic necessities.

9. Associating with local environment through visits and trips.

10. A continual adaptation process for curricula is carried out to meet development necessities.

11. T.V. broadcasting was used to present educational programs since 1959 beside live broadcast to schools.

Japan Methods of Teaching:

Emphasis is placed on applied scientific aspects. Practical methods are also used so that children get accustomed to them from the elementary to high school. Besides, applying solving problems way and educational games are also common. Noteworthy, the teachers' vocational and cultural ability made school a lovely place, not to mention, teacher's creative style represented in his ability in attracting the attention. Equally important, Teachers' effective use of technology and supervising students inside and outside school reflects on their status within Japan society.

Japan is keen on teaching technological applications and its positive effects on society. In 2003, the number of computers in schools reached 24.4 %. Conversely, the number of students in return were 12.6%. Moreover, the rate of schools equipped with internet service reached 99.4%. As for secondary level, the number of computers for each

school were 16.6%, compared to the number of students which were 8.4%. whereas school equipped with internet service reached 99.8%. Meanwhile, the number of computers of higher education were 94.7%, compared to the number of students which were 7.4%. Eventually, the number of schools equipped with internet service were 99.9%.

The Rise of Education:

The most significance aspects of Japan rise, after Japan economic breakdown, is what was known as “Japan Administration”. In other words, it means the applying of modern administrative principles including the management of the perfect quality. Correspondingly, working as one team “team spirit” and mastering administrative work and transformed it into social values connected to Japan culture, creation and development, not to mention other effective administrative concepts and principles. Surprisingly, if we find out that Japan doesn’t have any natural resources, and located on far and isolated place, then we would definitely realize that human factor is the pillar of Japan rise and development. Accordingly, Japan economic and development programs assert that human factor is one of the most important aspect of development and rise in any country. Accordingly, human factor investment is the first priority of development and rising plans across

all societies. Japanese have got great minds that never give up. In addition, they take care of many things that are ignored by many societies, such as depending on their natural resources. Consequently, Japan takes care of teaching, ignored by many societies, and thus they consider teaching is the basic element.

Malaysia Experiment:

The Effective Factors and Strength:

Location:

Malaysia located in southeast Asia near the equator at (7.1) north latitude and (199.100) east longitude. It covers big areas along sea route started from India to China. Seas almost surrounds most of its areas.

Malaysia consist of two parts:

The first part: The peninsular which located in south Thailand and north Singapore and east Sumatra Island.

The second part: It is eastern Malaysia which is located in Borneo Island. In this area, Malaysia is boarded by Indonesia and Brunei. The west part composes of eleven states whereas the east composes of Sarawak and Sapah.

The climate:

Malaysia climate is tropical which is tend to be hot and humid throughout the year. Most rain fall in

monsoon season where the southwest monsoon (from April to October) can be relatively dry.

Whereas, northeast monsoon (from October to February) can be filled with humidity. As a result, heavy rain fall on east coast of the Malaysian Peninsula and east coast of Sarawak and Sabah causing flood in some parts east coast.

The terrains:

The terrains vary in form of wide coastal plains, mountains and hills, mountain falls, caves, marshlands, sand beaches and winding rivers.

Language:

The official language in Malaysia is known as Bahasa Malaysia or Malay language. Malay has been the common language of teaching at all levels since 1967. It can be written either in Latin or Arabic letters. Noticeably, Malay language contains many borrowed Arabic words. In addition, there are other different languages and local accents used by people in the other territories. Therefore, Malay people composed different races who are known as Malays, Chinese and Indians. Accordingly, Chinese speak common Chinese language, whereas Indians speak Tamil and Hindi languages. Equally important, English language receives wide acceptance including government institutes, industry and trade. In addition, English is a compulsory second language delivered at Malaysia schools for all levels, yet

Malay language remains as the main language and English as second.

Religion:

Malaysia is a considerable multi-racial country where Islam is the main religion. According to population survey office information, in 2002, it showed that 60.4% of the population are Muslims and 19.2% are Buddhists, whereas Hindus are 6.30%. As to remaining 2.66%, they embrace traditional Chinese religions. Eventually, the last 2% of the population represent various religions like Sikh.

Population:

The population of Malaysia is 22.299.000 where 24% of the population reside in rural area. That is, the Malaysia Peninsula includes 80% of the total population. More specifically, Kuala Lumpur alone accommodate 1,145,342 persons. Noticeably, the largest community in Malaysia is Malay people followed by Chinese and then Indians. Accordingly, the population rates of these communities are 50%, 35%, and 10% consecutively. Moreover, there are other racial communities live in Sarawak and Sabah like Dayak and Kadazan who are the largest group. These groups are various in terms of language, live style and religion. In addition, Malay people are

considered as the main political power in the country, yet Chinese control big economic sectors. Despite racial problems, Malaysia is considered as a role model of peaceful coexistence.

Economy:

Malaysia represents symbol of economic revolution. Malaysia which came off the list of least developed countries, was living as an agricultural country before 25 years. Since 1970, Malaysia domestic economy has been annually growing with average levels between 7% and 8%. As for domestic production, it grows more than ten percent, in return twenty five percent of Malay population work in industry sector instead of five percent, which contribute to third of the gross production. The per capita share of domestic income doubled in the period between 1978 and 1995 to reach 4000 U.S. Dollar in one year. If plans go according to government strategies, the share would increase to five times in 2020. In other words, it would reach to the level of The United States. Recently, Malaysia economy relies on electronic industries that is why it rapidly developed in technical technology. Malaysia export its electronic products to different places around the world and at the same time it makes additional deals about getting permissions and patents to ensure the transformation of technology.

Besides, the instructions state on, regarding taxes of domestic products to the international market, deducting a considerable amount of profits, achieved by exporting, to finance national projects. As a result, “Proton” in associating with “Mitsubishi” became the cheapest car in Malaysia. To put it in another way, the purpose of all these procedures is to give the government control over its economy and ensure that the local capital achieves the determined plans by the political authority. Accordingly, if someone doesn’t apply these rules, then they will remain outside of the country. As a result, Malaysia exports were grown by 15% during 1999 than they were in 1998. At that year, exports value reached 84.5 billion dollar which represent 2% of the gross international imports, whereas the value of the local imports reached about 65.5 billion dollars constituting 1.1% of the gross international imports. In addition, the industrial exports value represents 80% of Malaysia imports which reached 61.3 billion dollars during 1998 contributed to increase 33.3% that it was in 1997. However, Malaysia success didn’t restrict only on local economy, which relying on industrial, agricultural and natural resources, rather, all the economic levels assert that the success of Asian countries had a huge rule in placing the Asian economy on the path of grow and development and that is what Trade World Organization Showed.

Stages of Education Development:

Pre-independence Education

Pre-Independence Education: Prior to independence, the education was random. In other words, there were schools established according to race and thus weren't bound to government plans. There were Malay schools based on their race and Chinese schools specialized to those coming from China and Tamil schools specialized to those coming from India. Moreover, there were English schools which were mixed and supervised by Missionaries to promote Christianity in Malaysia. At that time, every school had its own curricula, besides, teachers were brought from China and thus tried to get students be loyal to China. During 1950-1951, there was a committee to develop education at Malaysia and present the essential suggestion. In 1952, new instructions were issued yet they weren't good enough. Consequently, in 1956, a new committee was formed to presents its new suggestions which stated on making Malay language as the formal language of education, besides getting the approval of other races. On that basis, the committee presented its report which was applied later and was known as "Razak Report". Afterwards, "Malay Language assembly" was established in 1956. In 1958, Malay Language Institute" was also established to improve and supervise Malay language.

The Developments of Education after Independence (1957-1970):

After independence, unifying education was hard task just because of the heavy legacy left by colonialism. There were three major nationalities, three different languages, three different religions, and other different nationalities in Sabah and Sarawak alongside many schools that were crucially different from each other. With the huge number of unqualified teachers according education system suggested by Razak (1960), a committee was established to study and suggest new reforms. The committee suggested its report which was known as (Rehman Talib Report). Basically, the committee approved all the suggestions of “Razak” alongside new suggestions included the following:

- Issuing “Education Law” for the year 1961
- Issuing “General Examination Law” for sixth and ninth level.
- Adopting Malay as formal language in elementary schools.
- Making Malay as a second language to schools of other languages.
- Consolidating the national values in all curricula and schools.
- Establishing Malaya University (Singapore) affiliated college in Kuala Lumpur in 1962.

In 1964, a new committee was formed to reconsider the improvements at Malaysia. In this regard, the committee recommended to establish additional universities alongside University of Malaya at that time. Accordingly, University of Sciences Malaysia was established, no to mention two government institutes known as Mara Technological institute in 1967 and Tunku Abdul Rahman institute in 1983.

In 1974, evaluating educational system committee was established. As a result, the committee issued many recommendations which positively affected education. The most prominent issues of that committee are to design complementary curricula for elementary and secondary schools which in turn could accommodate students from different races and religions. On this basis, the committee issued the first curriculum in 1983.

As a result, new universities were established according to committee suggestions, such as University Putra Malaysia; University of Technology Malaysia; and National University of Malaysia. The future vision launched by Dr. Mahathir, stated on making Malaysia like Japan by 2020, encouraged education stakeholders to creatively improve education. On this basis, the government exchanged the law of education for 1961 with new law for 1996.

The prominent achievements and recommendations of the law stated on:

- The compulsory of pre-elementary school (one year at least).
- Creating national fund to support higher education.
- Establishing new government universities and expanding new departments of the old ones.
- Applying twinning programs with international universities.
- Working on making Malaysia as Center for learning in Asia.
- Constructing learning and training city (Cyberjaya).

In 1974, national education system was established. In this regard, recommendation committee issued many reforms which positively affected the orientation of education. The most significant issue of that committee was creating elementary and intermediate complementary curricula which could accommodate people of different religions and races. These schools issued the first curriculum in 1983.

Education After Independence:

The framework of statutory law that frames the items of Malaysia Education includes the following:

- Higher education law of (1996).
- Special higher education institutes law for (1996).
- National council law for higher education institute (1996).
- Malaysia accreditation institute for (2007), earlier known as national documentation institute law for (1996).
- Universities and colleges law (1997).
- National fund law for higher education (1997).
- Mara technology institute (2000).
- National fund law for higher education (2000).
- Special higher education institutes law (2009).

The Most Effective Rules:

Education law (1996) covers pre-secondary schools under the supervision of national education program which includes pre-school, elementary, and secondary levels. Regarding other six laws, they regulate higher education items in Malaysia. Moreover, special higher education institutes law (2009) is currently being reviewed.

The Philosophy of Education System:

Malaysia was able to elaborate clear national philosophy for education accompanied by group of Islamic values stemming from powerful political

willing to promote and develop people through education gate. Generally, the philosophy of education system based on preparing citizens in more dynamic, productive and humanitarian way and thereby facing today's challenges. In addition, it aims at preparing people mentally, spiritually, emotionally and physically according to obedience to God. It also keen to provide students with knowledge and skills to take responsibility in contributing in national development process so that it creates a new industrial situation. Subsequently, it achieves the unity and prosperity of family, society and homeland respectively.

Education Objectives:

Malaysia education aims at:

- Preparing people in more dynamic and productive way to face challenges of next generation through the development process to achieve a new industrial situation.
- Preparing people mentally, spiritually, emotionally, and physically according to obedience to God.
- Providing people with knowledge and skills to take responsibility and ability in contributing in the unity and prosperity of family, society and homeland respectively.

- Improving people's competences, tendencies, talents and thus upgrading their capabilities and skills.
- Consolidating religion belonging and enforcing mental, cultural and behavioral orientations that are based on religion values and civilizational heritage.

The Educational ladder:
First: Preschool education:

In Malaysia, the elementary education lasted for six years. However, this stage can be achieved in 5 to 7 years. Children enroll in schools at age of six. There are two system of education which are free and obligatory. Elementary school aims at ensuring universal and balanced growth of child which include intellectual, spiritual, emotional and physical aspects. The elementary school therefore aims at enabling children to do the following:

1. Mastering Malay language as it is considered the formal language.
2. Mastering basic skills of language which are: listening, speaking, reading and writing.
3. Mastering mathematical skills and use it in daily life.

4. Developing the skill of reciting and understanding The Glorious Quran.
5. Emphasizing on the basis of faith and believing in God and carrying out obedience.
6. Learning English as a second language.
7. Taking care of the environment.
8. Mastering scientific and technical skills.

Second: Elementary Education:

Students moved to this level after achieving pre-elementary school. The period of the study is three years. Thus, students directly moved to first class of elementary level. whereas students of other schools (Chinese and Tamil) join transitional class for one learning year prior to their first level of low secondary.

Third: Secondary Education:

The comprehensive curriculum of low secondary level provides a general education to all people. They are basic subjects include Malaya, English language, Mathematics, art, sciences, geography, Islamic religion, ethics, health and physic and other additional subjects like Mandarin and Tamil language.

This level also provides life skills subject and divided into two parts:

Low Secondary Curricula:

Obligatory: Which includes hand skills, commerce, hand craft and family education.

Optional: which includes additional hand crafts, domestic economy and agriculture. Conditionally, students must choose one field of life skills and the number of classes are 45 per week and 40 minutes for each class.

High Secondary Curricula:

The period of the study is two years. Students moved to this level after achieving low secondary level.

Low secondary basic subjects are also taught at this level except geography, art and life skills. Moreover, Mandarin and Tamil languages are considered extra optional subjects. Optional subjects are classified under four groups: human sciences, vocational and technology, sciences and Islamic studies. In addition, geography and art are taught as optional subjects within human science groups. As for life skills, they conclude number of other optional subject like accounting principles, agricultural sciences, domestic economy which come under vocational and technology subjects' groups.

The conditions were created to choose optional subjects and this is how to keep balance between the four optional subjects. Accordingly, the selection of

any second optional group (vocational and technology subjects) is obligatory. Furthermore, students are distributed to three tracks:

Academic track: which covers Science and Arts branches. At the end, students undergo Malaysia education certificate test.

Art track: which provide general educational track focusing on Art and agriculture and commerce subjects. Students also undergo Malaysia education certificate test.

Vocational track: which covers engineering crafts, domestic economy, commerce, and agriculture. It also provides skillful training courses in short term varies between six months to one year. These courses include general mechanism. welding principles, television and radio services, plumber, furniture, making tools and air condition services.

The Characteristics of Education:

1. The system of Malaysia universities effectively corresponds world system and it is under the supervision of Malaysia ministry of education.

2. Education fees are affordable.

3. There are various studying fields.

4. Many departments affiliated to foreign universities are available with low prices.

5. Using English language widely so that it represents a good chance for students who wants to master it.

6. Malaysia depicts a nice history and wonderful present in coexistence among different races.

7. There are many international students which facilitating study and adaptation.

8. Malaysia is an Islamic peaceful country and people are quite friendly.

9. Malaysia is economically stabilized country.

10. It is save country so that the crimes rate is rare.

11. It is stable country so that there are no political problems.

12. Modern transportation system which facilitate moving from one place to another.

13. The availability of touring and entertaining places.

Teacher Preparation:

In this regard, many reforms were issued:

1. Rising qualifications level required at teaching.

2. Providing vocational development careers through offering training programs during service domestically and internationally.

3. Emphasizing on eradication of computer illiteracy and offering computer skills learning.

4. Applying extreme quality concept or what is known as “ISO 9000” to Schools.

5. Upgrading information system in educational administration.

6. Setting up internal information net dedicated to ministry of education.

7. Applying automatic transformation system at schools

8. from first level until ninth.

Tests System:

At the end of sixth level of elementary school, students apply to evaluation test of language and mathematics. At the end of ninth level (third level of low secondary), students apply to national test leads them to get certificate of low secondary level. Based on student's performance, students get admission either in high secondary school or technical and vocational secondary school. In the same context, this test depends on central evaluation alongside school evaluation.

Eleventh level's students (second year of high secondary level) apply to Malaysia education certificate test or certificate of technical and vocational education. Based on the results, students can proceed their study for two years prior to university to qualify them enrolling at various higher education institutes or to catch work in markets.

Classes Schedules:

In Malaysia, formal school year begins from the first of January to the third week of November. The minimum level of school year reaches 190 days.

More specifically, the day school begins at 7:30 a.m. and ends at 1:30 p.m. during week with 45 minutes class time.

The Authenticity of Education:

The national curricula aim at supporting national unity. To achieve this purpose, Malay language is adopted as the main language of training. The education system applies unified curriculum at all school. Even though, the system allows to practice various cultural activities of other racial groups, and thereby allowing them to use their own language through national school patterns.

The Curricula:

Elementary Schools curricula:

Students are directed toward technological sciences through two subjects which are (Human and Environment) and (Life Skills). Both subjects are offered at the elementary class. The number of weekly classes in the first circle (First, Second and Third) are 45 classes and 30 minutes for each class. With respect to second circle, (Fourth, Fifth and Sixth) there are 48 classes and 30 minutes for each class.

Secondary Schools Curricula:

The curricula of low secondary school offer general education for all people. The curricula

include basic subjects which are: Malay language, Mathematics, vocational education, sciences, geography, Islamic religion, ethics, Health and Physic education and other additional subjects like Mandarin and Tamil language.

Moreover, that level also offers a subject that covers life skills and divided into two:

Basic: which includes skillful crafts, commerce, hand crafts, and family education.

Optional: which includes additional skillful crafts, domestic economy and agriculture and requiring student to choose one subject of life skills.

At that level, the number of classes are 45 per week. Each class lasts 40 minutes.

Academic Schools Curricula:

The same subjects, taught at low secondary level, are taught except geography, art and life skills, whereas Mandarin and Tamil language are considered as additional subjects. Students at high secondary level are guided to get more specialized subjects, especially technical and vocational education. In the same context, optional subjects are classified under four groups which are: human sciences, vocational subjects, technology and sciences and Islamic education. Basically, geography and art are taught as optional subjects within human

sciences' group. On the other side, life skills include number of optional subjects such as accounting principles, agricultural sciences and domestic economy which fall within the group of vocational and technology subjects.

Vocational and Technical Curricula:

At vocational and technical schools, some basic subjects are taught, which resemble those of academic schools, such as Malay language, English language, sciences, Mathematics, Islamic education and ethics. Moreover, the following subjects can be chosen based on the specified field: (Optional for agriculture field) which covers physics, chemistry, counting, agricultural sciences, additional mathematics and geography. (Optional for commercial field) which covers accounting principles, commerce, additional mathematics, geography, physics and chemistry. In addition, at the vocational secondary schools, the abovementioned vocational subjects are taught except science subject.

Colleges Curricula:

Colleges curricula consist of three parts:

1. **Basic part:** which concludes educational psychological, methodology, education at Malaysia, Malay language, English language, education technology, Islamic education, ethics education,

Islamic civilization, historical development of Malaysia and education public service affairs

2. **Studying subjects:** in which, skilled teachers of primary college must teach methodology, mathematics, human and environment, ethics education, Islamic education, physic education, music and art. As for skilled teachers of secondary school, they must study ethics, physic education and health education within secondary level curriculum. Here, the supervisor notices the degree of interconnection between what students study at college and what they will teach at school.

3. Self-sufficiency: This part helps to study domestic economy, music and art courses. Furthermore, it requires that all trainee teacher spend one semester at school for practical application. Additionally, the activities, accompanied to the course, compose essential part in training teacher program where everyone is required to effectively participate in these activities which emphasize on skills related to management, organization, training and office and leadership management. Moreover, these activities are classified within three units which are: athletics, clubs, assemblies and unified institutes.

These Schools provide three kinds of programs:

1. Associations: which include number of programs and newly established clubs such as public relations club, journalism club, young businessmen

club and other which contribute in preparing to work and encouraging on thinking and conversation of students.

2. Uniform and self-defense teams such as scout, fire department, military team, karate team and taekwondo team, which obligatory require students to involve in one of them during study or semester break.

These programs are applied on the school, district, state and national level. in addition, funding some programs accompanied to curriculum by some government and private sector. For example, the public bank contributes to fund youth projects. Moreover, the Malaysia-American factory for electronics finance youth hand craft program. Furthermore, national unity office take responsibility for golden bridge program.

Education management at Malaysia:

Central management based on four different levels:

1. Federal level: Two ministries supervise education system in Malaysia which are “Ministry of education” and “Ministry of higher education”.

2. State level: Every Malaysian state of the fourteenth states are headed by education manager who is act as the executive manager in terms of programs, projects and education activities.

3. District level: which is found in education offices and it represents an expansion of education managements in terms of supervising activities and programs for schools that are affiliated to each office and link education offices to schools and education management.

4. School level: the principal takes responsibility of vocational and management leadership at school alongside first assistant help. In addition, the principal supervises on all activities and events which held at school. Noteworthy, parents’ donations have major role in supporting and aiding school administration.

Vocational development:

Training programs during service, offered by ministry of education for teacher and employees, aim

at raising vocational skills and upgrading them in the field of education and school administration, and in planning, educational researches and other fields. Accordingly, various department affiliated to ministry of education organize training. Moreover, ministry of education allies training system during the service every five years. In other words, Teachers are retrained after spending five years to meet modern requirement in teaching methods and new concepts. Moreover, the centers of teaching resources, offered by the ministry, are considered as different kind of training during service. Eventually, it considered as centers where teachers meet each other to exchange opinions and thoughts about educational issues.

Educational Policies:

1. The commitment of government to provide free education.
2. Consideration should be given to preschool education (kindergarten).
3. Directing elementary school toward basic knowledge and national values.
4. Directing secondary school toward serving national objectives.
5. Emphasizing on establishing institutes that provide training and industrial courses for teachers.

6. Keeping pace with technology and information development.

7. Harnessing university education to revive economy.

8. Opening up to developed educational systems.

9. Taking care of women education.

The Financing of Education:

Federal government took charge of the process of funding education. The government of Malaysia, since independence in 1957, was seeking to freely provide basic education services. At that time, the federal government annual support on education sector reached to the average of 20.4 % from public budget. The following chart shows the government expenditure on education (1996-2000).

Gross public expenditure on education (2.9-3.7) billion U.S. dollar.

Gross public expenditure as a rate of gross expenditure (21.8 % - 23.7%)

Annual return against student's cost:

- Elementary school 408318
- Secondary school 597448
- Vocational and technical school 21601606

Generally, the government's expenditure on education shows the importance of developing human resources and the role of education in developing the country. These amounts were spent on establishing new schools, computer factories, technical institutes and loans to sustain learning both inside and abroad. Basically, the ministry of education allocated about 82.5% from gross expenditure on commerce and 17.5% on development. It has been noticed that the education receives huge attention and thus education occupies the first rank in terms of expenditure. In return, the benefit of that considerable expenditure on education is that the rate of literacy was increased to reach 93.8% out of the total population in 2000 compared to 53% in 1953. This is one of the highest rates in the world. Moreover, 99% of 10-year children were registered at schools. Not only that, but also 92% of elementary school students moved to secondary school level. As a result, the rates of failure and repetition among student are rare compared to other countries.

The development of the educational institute:

The training programs during service aim to lift the level of vocational skills and upgrade it in the field of the educational and school administration; educational plans and research and other fields. In the same context, the other branches related to the

ministry of education organize that training as the following:

- The planning and research section takes charge of planning to train teachers during service. Moreover, the section also coordinates most of scholarship programs alongside short training programs which lies in the scope of global bank loan. Moreover, it aims to enhance the professional and personal performance of the ministry employees.
- Ameen Aldeen baqir's institute plays important role in elevating vocational skills and employees' educational capabilities. Besides, this institute offers training programs in management for the ministry of education's employees.

Nadya

- Through its teacher training colleges, the Teacher Development Section will provide in-service training programs for teachers, administrators and staff of the Ministry to meet the urgent needs of raising the knowledge, skills, abilities and experience of teachers and administrators.

In addition, the Curriculum Development Centre, the Technical and Vocational Education section, the Examination syndicate and the schools Department of the Ministry also carry out training programs in the course of their respective competencies.

Quality and Academic accreditation:

Malaysia ranks 11th as the world's best educational destination, and the assessment came from the universal organization of UNESCO, Malaysia has many advantages that make the student choose Malaysia as the best destination for study, it has more than 30 years of experience in global education, and also has a 2% of the world's international students' share. Currently, almost 100,000 international students studying in it. Malaysia seeks to attract 200,000 students in 2020.

The quality of education in Malaysia depends on two important elements:

1. Universal recognition of Malaysian universities: obtained by Malaysia, thanks to the Malaysian Ministry of Higher Education, which strives to raise the level of education in the country within 15 years the Ministry has sought to attract international universities by opening branches in the country and most of these universities are recognized Globally, the Ministry has succeeded in attracting those universities that we have mentioned above and

has also attracted other universities at a high level of education, these universities are Southampton University, Reading University of Britain, Jaipur University of India, and the first Chinese university in Malaysia will be Akzane University. The quality of education in Malaysia goes back to those universities that we have mentioned which strive to maintain their level and quality of education, but another reason why Malaysia's universities are universally recognized is that the Malaysian Ministry of Education has established strict laws for universities and has set up a Quality Centre in education that monitors all universities and institutes to produce an educated and productive generation.

2. The interaction of international universities in Malaysia makes Malaysia of high quality in education, these universities strive to maintain their educational and international level, once the level of education of any university is low, the university may lose its reputation globally, and the Quality Centre in Malaysia may not allow it and may also lose Education license and the practice of education in Malaysia, as we have stated, the Quality Centre seeks to upgrade all universities in Malaysia in order to elevate Malaysia globally and this is under the transformation plan that the state aims to achieve in 2020.

Malaysia's academic accreditation is known as the Malaysian Quality Authority (MQA), which was established in November 2007 under the auspices of the Malaysian Quality Authority Act 2007. The main function of it is to ensure that all the programs and quality measures offered by the different institutions of higher education in the country conform to the standards approved by the (MQA). It also looks forward to the adoption of higher education and quality application programs, as well as supervision of the Organization, Evaluation of the various providers of educational services, follow-up of the Malaysian quality record and the similar, under the Malaysian Qualification Framework MQF; a unified system for linking all Malaysian competencies (including higher education accreditation institutes and Malaysian technical skills certificates from level 1 to 5) and serves as a reference for all national competencies in Malaysia. It can be said that the general framework of the Malaysian Qualification Framework (MQF) is only a tool for developing and classifying competencies based on a set of standards insured by the state to be at the same level with the good international practices which the learners have reached educationally. This includes learning results and a cumulative hour system on student academic attainments.

Scientific research:

Scientific research in Malaysia is a means of disseminating and producing knowledge, and it is directly linked to the development requirements of society in many fields, including industry, agriculture and services. It has a close relationship with economic and social development, where the researcher has monitored several outcomes of this relationship in raising production rates, improving its quality and introducing modern methods and techniques in business, management and development.

Scientific research goals are achieved only if they are linked to development. This means calling the cultural and civilizational characteristics of the nation, so that the fields of scientific research can achieve sufficient self-knowledge and confidence in it, and a sense of belonging to the Islamic nation, a civilization rooted in science and progress. One of the objectives of scientific research is to spread scientific knowledge in society to create fertile soil that equips scientists with new elements, and provides them with the social status to promote the nation's mission towards society, humanity and civilization, and to create national institutions with clear objectives, precise organization and construct networks, information centers and provide data, and the link between the concept of development in Islam

and the tasks of institutions for scientific research and research centers, all of which Malaysia has taken care of and seen for real development in our Islamic and Arab world.

Working time:

In general, the official school year in Malaysia begins from 1st of January to the third week of November and the minimum school days are 190 days.

3. Singapore Experience:

Population:

Singapore's population reaches five million, a mixture of Chinese, Malay, Indians, Asians of different cultures, and Caucasian 42% of the island's population, foreigners who come to work or to study.

Economy:

Singapore is the fourth most important financial center in the world, and a universal city plays an important role in the global economy. The Port of Singapore is the fifth port in the world in terms of activity.

Stages of educational Development:

In a few decades, Singapore has made tremendous achievements, making it a developed country. However, the real achievement of this small island is the development of an educational system that is one of the world's finest education systems indisputably. Its educational system has enabled it to build up

competencies and expertise that have contributed in building the country's economy. Singapore understood that it does not have any natural resources to help it achieve economic growth. It is a state in one city, with very small islands. Singapore has chosen to focus on the real capital it owns, and relied on to achieve its economic miracle: human.

In 2005, a new initiative, "less education, more learning", was launched, focusing on teaching methods and reducing the size of content to make room for reflection.

Philosophy of the educational system:

Singapore pursues a system of competitive education "with a view of providing equal opportunities in education for all regardless of their ethnic groups or their economic and social status"

Aims of education:

One of the most important aims of education is to take care of the individual and to be:

1. A confident person who differentiates right from wrong, resilient, adaptable, independent who has a critical thinking and communicates with others effectively.
2. Self-directed learner and strives to learn.
3. Active contributor capable of working effectively within the team and taking the lead and innovating the spirit of innovation.

4. A citizen who cares about his country's interest, is rooted in his land and has a strong civic consciousness and knowledge of what is happening around him.

Educational Ladder:

Kindergarten (2 years), primary (six years), secondary (four years), pre-university (2 to 3) and higher education (three to four).

Features and characteristics of education:

1. Select the competent to work in the Government to provide a successful first-class working team for decision-making and implementation.

2. Taking care of a wide range of pioneering global experiences and make use of them before the government policy formulation.

3. Ensure that prudent policies are developed and implemented with precision and accuracy at the same time.

4. Caution when considering new policies; To ensure that they are integrated with policies in reality.

Teacher Setup:

Teachers are among the main pillars of the educational process and the State is making every effort to support them and to appreciate their efforts to obtain high-quality education in schools. The state

also helps teachers to develop their professional abilities and skills to be more able to work professionally and guide students to the right way, Singapore teachers are prepared at the National Institute of Education of Nanyang Technological University and the institute offers programs for all levels. The number of teachers from pre-service programs to in-service training programs, and candidates for teaching during training receive a monthly grant equal to 60% of the remuneration of the beginner teacher.

Teachers are monitored for three years to determine which career path suits them and the talent for leading is recognized early, and these teachers then attend leadership roles at a young age.

Teacher Development:

Establishment of the Singapore Teachers ' Academy 2011, an independent body run by teachers for teachers; to promote a culture of reflection, debate and enquiry

Calendar and Testing System:

1. Students apply for national exams at the end of primary, secondary and post-secondary school and these examinations serve as gateways to the lower, upper secondary and higher education

2. Children are subject to pressure testing at the age of 12, but not in front of the creativity needed for Singapore's economic future, since the system of direct acceptance in schools enables students to obtain admission based on their distinctive abilities regardless of their academic attainments.

3. The student exam in the fourth grade is limited to four subjects: English – Mathematics – Science – mother tongue

4. Caring for talented people starts in the fourth year of elementary school, according to a codified national test, and there are no special schools for gifted people, but there are special programs offered in schools.

Scientific research:

Singapore believes in the importance of educational research and has allocated (159) million dollars for this purpose between 2013 and 2016, interested in increasing the efficiency of the staff in the educational system through training and professional skills development programs, especially for teachers and school principals.

School year Timings:

The beginning of the academic year will be in January of each year and will be divided into four semesters of 10 weeks each and the students will enjoy one week's vacation during class the second

and third, then a recess for the mid-month of the year and a month and a half, and the school day starts at 7:30. a.m. first period while the second period begins at 1 p.m. and ends at 6:30 p.m.

Curricula:

1. The curriculum of the first to sixth, seventh and eighth grades are prepared locally, while the ninth and tenth grades of the secondary, eleventh and twelfth levels of the middle school are determined by the Singapore Examination Board.

2. The primary school curriculum focuses on the English language, the mother tongue and mathematics, while the sciences and social studies begin in the third grade.

3. The National science curriculum focuses on the love of knowledge, scientific survey and application (scientific status).

4. Singapore has become famous in mathematics teaching and is currently published (Singapore mathematics) by instilling a sense of sportsmanship.

5. There is an intensive focus on the development of student thinking through the educational process.

6. Taking care of the curricula of vocational and technical education.

7. Taking care of the curricula of those with special needs, where they have been given courses that take into account their circumstances.

8. Development of special curricula for adult education has been revised to become discreet.

9. Integrate the Internet into the curriculum at all stages in an appropriate manner

Education Management:

The Ministry of Education is responsible for the department of education. The Ministry directs the formulation and implementation of educational policies and develops and manages primary schools and secondary schools and governmental colleges in addition to supervising the private schools and the technical Colleges and universities and the education institutes which are located under the Legislative Council of the Ministry of Education of Singapore and these institutions follow the Ministry's comprehensive educational policy.

Singapore's management model has the advantage of embracing and applying the logos:

- Provide a quality service in a fast, efficient and friendly manner.
- Adhere to high standards of professionalism, integrity and morality.
- To help customers and meet their needs.
- Respect for employees is the prerequisite for the realization of the existing service and expresses its sincere commitment.
- The spirit of excellence prompts us to be better at everything we do.

- Learning from others, making feedback on performance and commenting on errors is a way to learn from experience.

The Financing of Education:

Singapore has allocated one fifth of the state budget to education. In 2006, Singapore's government expenditure on education amounted to \$7 billion. In 2007, it reached more than \$7.5 billion, about 15.2% of the government budget. It is noteworthy that Singapore is interested in spending on education as it comes secondly after the Ministry of Defense in terms of spending.

Quality and Academic accreditation:

The Singaporean experience in developing education and evaluating university performance is one of the leading global experiences that deserve to be identified, discontinued, explored and utilized. The Ministry of Education of Singapore believes that its main task is to shape the future of the nation by building a Singaporean man who is committed to his country and society and capable of developing the future of his nation. The Ministry believes that work is giving students skills of education and creative thinking that will guarantee Singapore's bright future.

The history of education:

Singapore's superiority is due to a number of historical reasons, including the overwhelming

victory achieved by the popular Labor Party since 1959 after 140 years of British occupation it left behind a number of educational institutions working in four languages: English, Chinese, Malay and Tamil. Education at that time was far from universality, Singapore's educational institutions lacked common goals, and did not have common exams or programs.

Among the objectives of the Popular Labor Party one may find: increasing the percentage of pupils enrolled in primary schools achieved in 1966 by registering all pupils in a certain age bracket in schools, as well as the goal of unifying curricula, examinations, training and teachers' salaries.

In 1965, which formed the period of independence after a long political union with Malaysia, the desire to define two overarching educational goals evolved:

- To promote national economic development.
- Promoting social cohesion in a multi-customs and religions.

In order to achieve the goal of economic development, the qualifications for English, mathematics and science are emphasized. Which cause some form of marginalization for other educational materials at the primary, secondary and pre-university level.

At the same time, a number of everyday habits have been imposed in schools in order to consolidate

social cohesion and national identity. Among these customs there is a forced repetition of the declaration of loyalty to the nation, the raising of national flag and the singing of the national anthem. These two objectives remain in Singapore despite the attempts at change that have affected the country in the last 60 years.

4. The Emirati experience: Power and influencing factors:

Location: A coastal state among the Gulf Cooperation Council States

Climate and Terrain: Semi-continental with unexpected seasonal rainfall

Area: 83600 km²

Language: Arabic

Religion: The United Arab Emirates is an Islamic Arab state that has derived itself and its customs, traditions and social controls from the values of the Arab-Islamic civilization.

Population: 5 million

Population/citizen-12, 9% of citizens – 78, 1% of arrivals

Economy: With a strong economy based on oil investment, trade and tourism

Stages of educational Development:

1. Education of Kottab or volunteer.
2. Education of scientific seminars

3. Cyclic or semi-formal education
4. Modern or systematic education

General features of the United Arab Emirates:

An Islamic Arab state that has derived itself and its customs, traditions and social controls from the values of the Arab-Islamic civilization. Moreover, it is a member of the Gulf Cooperation Council.

A country open to the world takes into consideration the introduction of science and technology in solving its economic and social problems and hopes for progress, advancement and a dignified life

A new stage of development has begun in the United Arab Emirates since the establishment of the Union State in 1971. Various economic, social and cultural fields are formed, there is considerable quantitative development in education by factors such as:

1. The establishment and institution-building of the federal State, including the Ministry of Education, which has become responsible for the development and implementation of educational policy.
2. Increase the revenues of oil and allocate a special budget to the Ministry of Education so that it can fulfill its responsibilities towards the life of the individual and the community.

Factors influencing negatively or positively in UAE education

1. Political and historical situation
2. Economic conditions
3. Geographical conditions
4. Population environment
5. Tourism environment
6. Infrastructure
7. Social development
8. Cultural and heritage factors.

UAE Education Patterns:

- General Education
- Religious Education
- Private Education
- Technical Education
- Adult Education
- Higher Education

Main laws and trends affecting education:

Education is the responsibility of the federal Government with a view to consolidating national unity and developing a spirit of belonging and loyalty to the UAE community.

- To determine the right of girls to education in a way that is appropriate to their own culture and prepares them for their mission in life;

- Religious sciences, fundamental in all years of elementary, preparatory, secondary, and Islamic

thought, basic material at university and higher education

- The Arabic language in which the miracle of the Holy Quran is achieved, is the original language of instruction for all its subjects and stages, except where necessary to teach it in a foreign language with a scientific culture.
- The State guarantees the right of individuals and entities to establish private schools.
- Provision of education for every resident of the UAE in public or private schools
- The opportunity to continue higher education is available to both males and females.
- Equal distribution of educational and educational services and activities

Education management: Central funding

Expenditure and funding: The Ministry of Education is responsible for all types and stages of education, and supervises private and civic education with the teaching budget, in addition to regular spending items, including promotional bonuses, books, stationery, transportation and other services free of charge to students, besides the Ministry of Education there are other ministries that supervise their own schools such as the Ministry of Defense and others.

Financing of the Education service is part of the state budget of 28,4 billion AED per year in previous

years, with a steady annual increase so that the necessary funds are allocated annually of this educational budget of 7,110 billion AED is 33% of the state's general budget, and is increasing and developing year after another

Aims of education:

- Seeks to collect the knowledge and skills necessary for an effective human being.
- To achieve respect for the culture of the other.
- Achieving continuing education.

Educational Ladder: General education in the UAE lasts 12 years from the age of 6 to 18 years (6-18). General education is divided into three stages:

1. Kindergarten Age (4 -6) does not include free non-mandatory ladder:

It is a mixed stage for males and females, but only female kindergarten workers, it is also a stage for the children of citizens, but there are special kindergartens attended by children of citizens and non-citizens.

Since the academic year 1987, the University of the Emirates has opened a specialization in the Faculty of Education, which prepares a kindergarten teacher in the UAE, indicating that the state is paying attention to this stage in order to raise children properly.

2. Six years of age (6 -12) of elementary school.

Since the beginning of the academic year 1993, the Ministry of Education has tended to feminize the teaching profession in the lower grades of primary school.

3. Preparatory stage of three years of age (13-15).

This stage was built on two main purposes:

First Objective: To help the pupils moving from primary school to secondary school.

Second purpose: To help the pupils in the gradual transition from childhood to adolescence.

4. Secondary stage of three years of age (16-18).

It concentrates on the development of the physical, mental and religious personality of the learner.

In addition, young people are preparing to join the university or prepare them for work.

Higher education in the United Arab Emirates:

Higher education "is a systematic, theoretical, practical or applied study of at least one year's duration, having obtained the general secondary certificate or its equivalent, and is intended to give a degree of scientific or professional".

Some of the following institutions of higher education in the UAE are as follows:

Emirates University, 1977.

Zayed University, 1998.

Higher Technical Colleges. 1988

Ajman University College. -Faculty of Communication-Faculty of Arab and Islamic Studies.

Institute of Islamic and Arab Sciences-Dubai
Medical College for Girls-Zayed II Military College-Air School-colleges and other institutes.

Characteristics of Education:

1. Compulsory general education.
2. Focus on practical aspects.
3. Moderation in diversity.
4. Government responsibility for education.
5. Provision of Religious education.
6. Freedom of private and mixed schools.

Educational programs:

These processes include the development of five core programs with several activities and educational projects, namely:

The first program: Kindergarten Development Program

The second program: Development of Basic and Secondary Education

The third program: Literacy and Education for Adults

The fourth program: School Management Development Program

The fifth program: Development of School Activity

The sixth program: Project for the development of educational education.

The seventh program: Project for development secondary education

Achievements in UAE Education:

- Developing of the first draft of the Education Act drawing up public educational pathways.
- Adopting of an integrated strategy in the organization of the work of the ministry.
- Selecting appropriate amendments to the curriculum, educational goals and curriculum documents.
- Amending to the school calendar and exams list to achieve inclusiveness and continuity.
- Amending the educational guidance list to evaluate the teacher in accordance with all the indicators of the educational process that he achieves.
- Approving of the first teacher's system to support continuity in following-up and coherence of the same material.
- Introducing of computer material as a subject of study and modern educational means.
- Promoting scientific progress in all its fields.
- Teaching English in the first grade of governmental schools.
- It was then circulated from the school year 1992-1993.
- Extension of the application of the two-semester system to the secondary stage.

Problems facing Emirati education:

1. This education has not achieved its objectives in preparing for the university or preparing for governmental jobs.

2. The goal of preparing the human being to pursue the changes in information and technology in order to impart skills of self-education and critical thinking has not been achieved.

3. It did not make the goal of preparing for work and profession. Generally among its priorities only soon.

4. There is a feeling of inefficient secondary education in its current form and not satisfying the needs of the society.

5. Weak integration between theoretical science and applied Science.

6. Inadequate educational and vocational guidance and guidance that helps students succeed in achieving their goals.

7. Lack of opportunities for graduates of technical and vocational secondary education to be accepted in higher education.

Scientific research:

There are problems related to the scientific research function such as:

1. Lack of scientific references required for scientific research.

2. Poor allocation of funds for scientific research.

3. Weak correlation between scientific research and development plans

4. inappropriateness of outputs to community development needs

The most important success criteria of European experiments and Asian educational reform experiences:

In the light of the outcome of this study of public educational systems in each of the European experiments (Britain, Germany, Turkey, Finland) and Asian experiences (Japan, Malaysia, Singapore, and the Arab Emirates), the most imminent experiences of Iraq can be determined by the two experiments German and Japanese in that the political, social, economic and cultural challenges experienced by Germany, Japan and Iraq they were very similar, and it was important to look for the reasons for the success achieved by these states at present from the most advanced and developed countries in order to benefit from the reform and modernization of education in Iraq, the reasons for Japan's progress can be limited to the following points:

1. A material is taught from elementary to sixth primary, called "Road to Morality" where students learn morality and how to deal with people.

2. There is no repetition of the primary to the third average, because the goal is to cultivate and inculcate

concepts and build personality, not just teaching and indoctrination.

3. The Japanese, although they are the richest people in the world, have no servants, the parents are responsible for the house and the children.

4. Japanese children clean their schools every day for a quarter of an hour with the teachers, leading to a modest Japanese generation and keen on cleanliness.

5. Children in school take their sterile teeth brushes, clean their teeth in school after eating, and learn to maintain their health from an early age.

6. School principals eat the pupils' food half an hour before them to ensure its safety, because they consider students to be the future of Japan that must be protected.

7. Cleaning agent in Japan is called a "health engineer" with a salary of 5000 to 8000 US dollars a month, and subjected to written and oral tests before being assigned.

8. Banning mobile use in trains, restaurants and indoor spaces, the mobile phone for silent mode is named; "Morality".

9. If you go to a buffet restaurant in Japan you will notice that each one does not take the food as much as he needs, and no one leaves any food in his dish.

10. The rate of train lag in Japan during the year is 7 seconds per year, because people know the value of time and are keen on seconds and minutes with infinite precision.

It can be said that Germany's renaissance factors have begun with keen interest in primary and tertiary education by:

1. What is known as the Reading Revolution in Germany, to the extent that addiction to reading is transformed into an incurable psychological illness, the doctors named it (Lesesucht) and the low rate of illiteracy in Germany, which has become the lowest in Europe at all.

2. Revitalizing the German language and developing it to keep up epoch.

3. Uniqueness of German education with features that can be shortened in the following elements:

- a. Stay away from all forms of violence in school
- b. Involve the family in the monitoring and tracking of the learning process
- c. The school calendar is based on the system of notes and reports more than marks, especially in basic education.
- d. Teaching value and moral education in addition to sexual, artistic and physical education
- e. Linking information and content taught with the learner's life, interests and needs

f. Interest in practical, scientific and vocational education

g. Giving special importance to higher education, which aims to produce new knowledge and scientific innovations, encourage students to innovate and respond to the needs of society from the frameworks

h. Germany is uniquely cared for continuing formation or lifelong formation in places such as libraries, popular high schools (which comprise about a thousand institutions), the formation centers of churches or municipalities, industrial or private institutions and evening high schools.

i. Interest in e-learning or distance education in recent decades.

The main common elements of the global experiences in reforming general and higher education

First: Basic features of society:

Many scholars argue that culture, tradition and moral values have played an important role in the success of the educational development experience. These experiences have been provided with cultural statements that has confirmed the value of work, respect for authority, loyalty and loyalty to the nation, and have supported social and political stability under a noticeable ethnic and religious pluralism. However, they have always been an

instrument of cooperation and collective participation. The most significant moral values and traditions which play an active and supportive role for developing success generally and education particularly, are:

- **Self-reliance:** the developing effort in those countries has achieved by relying on foreign investment rather than economic aid even in severe economic crisis.
- **obvious emulation:** Japan is the best example of all the developing East Asian countries. Malaysia, Korea and China have formulated their own strategies to benefit from the Japanese experience and imitate it such as exporting, investment in human development and management systems.
- **Simplicity and non-wasteful living to promote other values such as:** the preservation of national wealth, the proper utilization and use of resources
- **Respect for the elderly:** this moral value has been reflected in the way of dealing with authority which has been respected by all and therefore the law governs life and achieves public acceptance of state policies without opposition or obstruction. On the other hand, the state cares about the individual's interests and guarantee his fundamental rights.

- **Tolerance and racial homogeneity:** there is a great deal of harmony between the different races in these countries, particularly the Malaysians, where there are three ethnic groups: Malay (about 50% of the population) most of them are Muslims, the Chinese are Buddhists, and the Indians are mostly Hindus. Overwhelmed with social and religious tolerance, everyone respects the country's Constitution.

Second: The crisis of education is universal that takes different forms and patterns in both developing and developed countries. This leads to take action and reformations in order to cope with modernity and to improve the returns and profitability of their educational programs.

Third: The educational system is part of an inclusive economic, social and cultural system. To face these economic, financial, media, political, social, cultural, scientific and technical problems can be only through an extensive educational network interacting with that comprehensive system

Fourth: To cope with modernism and the economic, technological and cultural transformations, the three countries set a prime goal; to create a new human being capable of thinking, creativity, excellence and competition by re-

examining the structures of their educational programs and devising new and creative methods.

Chapter III

Reform the general and higher education within the doctrine of reality and priorities

This chapter includes three axes that examine the global experiences in the reformation of general and higher education, linked to the Iraqi educational realities and priorities for reforming general and higher education. It also includes a future vision to reform education and its modernization in the jurisprudence of priorities

I. Global experiences that can be employed in reforming the reality of public education and higher education in Iraq

As mentioned before, it can be said that the most important goals of the global educational experience in reforming general and higher education are as follows:

1. The reform of promising education and learning should be carried out in accordance with a structured and well-conceived national plan. They are formulated transparently through broad community participation depending on the political issues adopted for change and renewal.

2. Any promising reform of the educational system should be carried out within the framework of a holistic planning between social, economic, political and cultural systems. This reform influences and is influenced by the nature of the relationship and the reforms in these institutes, which they endorse and support.

3. To consider education as a community that integrates and cooperates with all social institutions, especially producing and educational ones even employers as a priority in its direction, financing and pursuing its objectives.

4. Adoption of the philosophy of applying the education principles for all: kindergartens, literacy, disabled and adult education. Furthermore, opening universities for non-traditional students, and preparing projects that take into consideration the spirit and philosophy of the community school for all and expanding the ongoing training programs during the service.

5. Disseminating the universal human values of tolerance, coexistence and mutual understanding. Also disseminating the values of creativity, competition, dialogue and preservation of identity.

6. Lifetime learning: two things are subdivided from continuing education:

A. To combine systematic education with non-systematic in its various forms through training

centers and viewer education through the Foundation for Media and Culture. And within the family, worship places, associations, and others.

B. The need for training, renewal training and retraining in response to the changing needs of society and the needs of the work sites especially economic and social change.

As long as renovation, replacement and completion of training are possible, and as long as knowledge and skills acquired by those attending regular schools is the beginning and not the end of the configuration and preparation, the structure and curriculum of the school should be changed. In this way, the school focuses on basic information and capabilities, especially at the basic educational level.

7. Self-learning:

a. concentration on the learner, taking care of his active role and direct participation in education. Changing his role from passive listener into participant researcher, critic, and a primary source of knowledge, even as an essential ingredient in the production of his effort.

b. The use of modern educational techniques, in their numerous and sophisticated forms, which facilitates the student's self-knowledge of the computer and generates positive impulses and a subjective desire to learn.

c. Reduce the burden on the regular school by making it possible to continue studying and learning even when a person leaves school (before or after completing a certain course of study).

8. Making education-learning a comprehensive societal issue: that every individual in society is educated and seeking the value of knowledge. At the same time teaching others in the sense of making all the institutions of society especially working and production institutions, both training and educational at the same time and active participation of the whole society in the process of education.

9. Flexible educational system: Learning is no longer limited to certain years, is no longer confined to the walls of a school or university, and is no longer associated with information and skills mastered by the individual in codified educational programs and used by the rest of his life.

The flexibility extends to include the entire structure of education: the number of years of schooling, its content, opening schools to work market and its needs, the diversification of education and its disadvantages, and the facilitation transition between educational stages and types, elimination of barriers between systematic and non-systematic education, integration and rotation between studying and work.

II. Priorities for the reform of general and higher education in Iraq:

The vision or future image of reforming the general and higher education can be illustrated by prioritizing this reform which are:

1.To focus on the cultural and religious identity considering them the basic rule to face the challenges.

The issue of cultural identity in particular has received the attention of many intellectuals and writers in different cultures. The interest in the concept of the Arab Islamic identity has increased recently. It has become one of the most important objectives of Arab education in order to promote and strengthen it among young people. This leads to strengthen belonging and achieve progress in the new challenges of the era of globalization. The collective identity emerges sharply whenever there is a sense of danger, and the individual's identity is compromised to resist what would affect the characteristics of identity. In particular, this is clearly seen today in the Arab-Islamic world, where the revolution of communication and information and the globalization of the economy and culture , all aspects of life that the world witnessed at the end of the last century have led to cultural and valuable changes. They are becoming more common every day at many levels politically, economically,

intellectually, scientifically, informative, culturally, educationally to shape serious danger to the identity, heritage and constants of the nation. Unless to be faced with a codified and well-studied civilized confrontation.

The Arab Islamic countries need a real renaissance, a strong will, and a firm vision that enable them to understand their present and understand the reality of their existence. This understanding and awareness can be based only on a scientific and practical approach that transcends it from local position to universality by radically and seriously altering the reality of the Islamic Arab nation. This lies in the role of systematic and non-systematic educational institutions starting from family to school. Universities are immunizing the nation's youth and emerging against these influences through real representation in curricula, Curricula and extracurricular, informational and cultural activities.

Arab education, at this critical juncture in its history, needs to build confidence in its people, strengthen the affiliations of its nation and homeland and preserve its identity and culture. This leads to the protection of their faith and their beautiful Arabic language to be able to take, give, deliver and dialogue the other seriously and proudly, away from of inferiority, fear and intolerance.

The call to preserve the heritage and the faith of the nation should not be understood as an invitation to be an advocate of isolation, as much as an invitation to invest the spiritual aspects of Arab-Islamic life and our authentic Arab heritage. This will lead to a dynamic and an empowered movement for our young people and our elders in their tireless endeavor towards development and modernization.

2. Providing high-quality education:

Education suffers from the predominance of quantity and a serious inability to meet the demands of a new age. One of its special characteristics is the information revolution that change production methods and patterns. Since our modern world has many types and complicated challenges to improve the quality of education, we have to create a new philosophy for the development of education that aims to introduce the concept of universal quality, review the entire educational system to cope with the age of information. Hence the greater objective of educational systems is not only to provide education to every citizen but to make sure that education is given within high quality

3. Develop the role of students in teaching and learning processes and improve their participation at school:

The student is the main beneficiary and actor of all educational activities, giving him the skills of self-learning, research and access to knowledge and how to deal with and use them. Students are provided with the ability to deal and to adapt their environment and society positively and effectively and enable them to understand civilizations and constructive dialogue with the other as individuals and groups.

Comprehensive Quality seeks to prepare students with specific features that make them able to experience the abundance of information, ongoing reform processes and the enormous technological progress that their role is not limited only to the transfer of knowledge and listening but in the process of dealing with this information and taking enough advantage of it to serve the learning process. Therefore, this stage requires "a human with certain qualities" to absorb everything that is new, accelerating and to deal with it effectively.

4. Inserting and recruiting of the technical information at school:-

Inserting technical information in education has become a must in this era of great technical revolution. It must be effectively used in all aspects

of activities because technology is not simply the provision and operation of devices, it means training on the use of this technique and its placement in the educational process.

5. Use of modern methods of teaching:

The use of modern methods of teaching based on well-conceived and well-tested research is an educational technology which, in its overall sense, include roads, tools, resources, devices and regulations used in a particular educational system to achieve specific educational objectives consistent with the principle of universal quality. It means working in organized steps, using all the potential offered by technology in accordance with teaching and learning theories.

6. Improving education in towns and villages:

In accordance with the principle of equal opportunities, education must be expanded and improved in the villages as well as in the cities in order to allow everyone to complete his study in the best conditions. Here, the infrastructure of educational institutions should be given more attention and provided with all the means and capabilities to perform their respective roles and provide good services.

7. Governance and decentralization at the management level:-

It can be done through the establishment of good governance mechanisms and the entrenchment policy of decentralization which aims to share tasks, adopting a policy of proximity, educational guidance and policies to the specificities of each region.

Adequate funding and rationalization of expenditures: any reforming project needs sufficient funding to achieve its goal. this does not mean spending a lot of money on useless things, quality is not measured by the amount and funds allocated to the project, but by what results can be achieved on the ground with minimum costs.

8. Take advantage of foreign expertise:

According to the universal quality, it is imperative to use foreign experience and expertise, especially from leading and proactive countries. To embrace this approach, adequate sociological and historical studies must be done before making any changes to the educational system in order to ensure their conformity with the principles of the quality system.

9. Adoption of model schools as centers of creativity and a tool for societal development:-

Model schools should be built within the concept that school is a center of creativity and a tool of community development. It is an open environment for all ages. It invests services and equipment to

nurture creativity and excellence. They must have the aesthetic dimension in their construction, i.e to be supported with appropriate degree of pedagogical techniques, information and communication tools, links to networks, security and safety requirements, health, knowledge resource services, health and food service equipment, and lighted classrooms with air conditioning this provide a civilized environment for studying and innovation and make it an acceptable place for learners and society as a whole.

A. To work on national plans for the provision of school infrastructure, and phase out of rented schools that have not been built mainly as schools.

B. Work on the cooperation of public sector and private sector in financing the implementation of these national plans or resort to international borrowing if necessary so that learners can have a learning environment.

C. Equip schools with basic equipment such as laboratories, libraries, sports and social rooms, health facilities, food services and whatever an educational process requires.

D. Special priority is given to knowledge and learning resource centers within the school premises.

E. Work on ongoing collaboration between school and the community to solve the problems associated with maintenance and cleanliness.

F. Make schools and universities, institutions open to society so as to get benefit from their facilities and services.

G. Provide a reasonable amount of pedagogical techniques that rely on local environmental sources, and on what is available in the local market.

H. The choice of school locations away from areas of congestion, work, risk and sources of environmental contamination.

I. Take into account the quality of school construction, its low cost, the diversity of its models, and its sensitivity to learners with special needs.

10. Community Partnership to address the financing of education crisis:-

The requirements of education in the current situation of structures, techniques, equipment and tools, and the means to improve and promote the quality of education are expensive in terms of financial and supervision. They can only be fulfilled through the involvement of the private and civil sector and societal institutions to address quantitative and qualitative bottlenecks required by the secondary and tertiary education. This can be done only in accordance with conditions and criteria approved by the responsible authorities and supervising education for community development, employing modern technology especially methodologies and distance

learning modes to expand education qualitatively. In addition, intensify cooperation with universal developing agencies to provide some resources and expertise or even financial loans required by the educational process.

11 - The twinning of education, which paves the way for the spread of a unified Arab culture:

The real beginning of this step lies in the formulation and identification of a common pedagogical and cultural foundation, which is adopted and taught to the children of the Arab nation from far and near on the basis of experimentation, and this foundation is gradually modified and changed before being circulated across the Arab world. The adoption of this approach will enable the Arab education systems to overcome the stage of overspending on the curricula and activities of education in the Arab world, which negatively affects the rapprochement and cultural unification of the nation and opens the doors and prospects for more serious Arab cooperation in the field of higher education and higher education which is full of forgotten and deferred files due to lack of funding and serious unified Arab actions.

The enhancement of Arab integration and cooperation to achieve the desired goals of education must coincide with openness and communication

with the world and other cultures, in the pursuit of joint cooperation with Islamic and friendly countries, to achieve greater rapprochement and understanding between civilizations and peoples. The quality of education today is seen in part from the perspective of the extent to which this society opens up and cooperates with human civilization.

Thirdly: The future vision for the reform and modernization of education within the jurisprudence of reality and priority. That talk about the reform of higher education and scientific research as a comprehensive strategy requires consideration of all components, a detailed work calls for the development of practical mechanisms to reform and update all of the following:

1. Educational policies:

A. To emphasize that one of the most important objectives of education within the educational policies and their applications is to provide the individual with the skills of scientific, critical, creative, objective and independent thinking so that he can give, produce, create, and excel.

B. To include clear policies within the educational policies that would adopt pre-primary education systems, non-formal education and distance education as recognized and approved educational

systems that are encouraged and supported by the State.

C. To involve coordination and integration in the development of the educational policies and the concerted efforts in the evaluation of basic education programs, literacy, technical education, exchange of information, professors and expertise, transfer of experiences, research cooperation in development issues, transfer of technology, building databases and pumping material and moral support for major pilot projects in order to develop their human and technical capabilities.

D. To endorse openness to leading international experiences, and focusing on common human values to serve the cause of rapprochement among nations. To promote Arab educational policies that are based on the principles and values of Islamic and Arab belonging, and to protect the cultural and heritage identity of the nation.

E. To give a special and distinctive position in educational policies, curricula and teaching methods for the concepts of self-learning and continuing learning as two main objectives to be rooted and achieved by learners, and to enact supporting legislation and policies.

F. Promote the coordination and integration of educational policies among Arab States by encouraging the exchange of experiences, professors

and student's meetings in debates among the Arab States.

G. Create exceptional educational centers through the establishment of measurement and evaluation centers. Caring of talented people, produce teaching aids and techniques, and leadership training.

2. Modernize educational systems:

A. Work on the formulation of models to measure the adequacy and quality of the departments responsible for education and schools, in order to adjust the evaluation of the performance of schools and educational departments.

B. To work on establishing units and departments to oversee and monitor quality control in educational institutions in general.

C. Providing educational options and alternatives that reduce the cost of education and ensure quality, such as the use of distance learning methods, open education and TV channels.

D. Rationalize formal government spending on educational science, without compromising the quality of education.

E. Development of departments of organization, studies and quality control at each university.

F. To work on increasing the financial allocations to tertiary institutions, and to link credits and budgets to reports of adequacy and quality.

G. Take into consideration the quality of the school construction, its low material cost, the diversity of its models, and its consideration of learners with special needs.

H. Improve the quality of literacy programs and keep them up-to-date with the needs of the students and the marketplace to encourage students to join and continue their education.

3- Qualifying the educator:

A. A pre-service teacher qualification:

- Promulgation of legislation to add preparation programs for basic level educators on the bachelor's level of all colleges of education in Egyptian universities.
- Set a coordination program between education colleges in different provinces and the offices of the ministry of education to provide the future needs of educators by number, type, and sex.
- Reconsider the current educational curriculum in educational colleges and work on changing them to fit the present. However, study plans and courses of each department must be revised once every two years, develop and determine the programs' content of the faculties of education.

- Establish scientific and practical criteria and disciplines for the selection of teachers before they join educational colleges and offer incentives to attract distinguished students from general secondary school graduates.
- Accreditation of educational colleges and teachers' unions as main partners in development and reforming issues as well as the development of pedagogical techniques.

B. Training the educator during service:

- Improve teachers' conditions and morale, and strengthen their professional capabilities. Review the programs of educational colleges and teacher-training institutes periodically in consultation with the Ministries of Education in order to be proportionate to the preparation programs.
- Establish objective criteria for the selection of teachers and managers to ensure the success of educational process. To give workers in education material and moral incentives that increase their ability to tender, produce and to be distinguished.
- Adopt new information and training programs to reshape the methods and practices of educators so that they are closer to a loving human tendency and far from an Authoritarian

one. Such programs are many to choose from to realize an educational environment that is able to affect and be affected by a humane atmosphere prevailed by love and affection.

- Establishment of Test Banks which help teachers to select questions for learners.
- To work on the investment of the International Telecommunication Network (Internet) and Arab satellite channels, to broadcast teacher-oriented training programs.
- Formulation and development of codified scientific tools designed to measure the level and adequacy of teachers' performance.
- Harnessing new information and communication technologies to support teacher roles.
- Place protocols to enforce continuing development of educators according to a studied plan that sets capabilities and status.
- Teachers should explore the talents, abilities and inclinations of outstanding and average students. Working on guiding those aspects, abilities, inclinations and investing them for the benefit of the student in particular, and society in general, and in close cooperation between teachers and school management.

- Introducing new topics in information and methods of using modern educational techniques in teacher training curricula, focusing on behavior applications and correctional methods.
- The establishment of teachers ' associations with an educational and cultural nature aiming to improve the standard of educators and their culture, performance, and contributing in solving their problems.
- Work on providing annual appreciation awards for distinguished students. Establish strict procedures towards those who demonstrate repetitive reports that prove their inaction, lack of responsibility and low professional capacity.

4. Development of educational curricula:

A. Follow a more advanced system based on the development of the curriculum in general. Starts with its philosophy and objectives and ends with the process of its evaluation. Therefore, the comprehensive development plan should begin with the development of objectives, formulation and diversification. In this way, the choice of content, and the methods of organizing are going to be according to the latest in the field of material, pedagogy, and theories of psychology. Next,

different teaching and learning methods are chosen based on the novelty of content and educational experience.

B. Work on matrices in appropriate adequacy for future school graduates, to be used by Arab States when defining the curriculum specification, teaching and learning methods.

C. To take care of Islamic and Arab values and principles and insert them in school curricula, without neglecting universal human values and principles. Emphasize the importance of linking learners to their civilization, nation and history, and to enlighten them about events and challenges around them.

D. To participate in the development of educational curricula, rather than merely as implementers.

E. Adoption of integrated curriculum formulations to avoid the issue of the density and multiplicity of approaches.

F. Work to achieve the principles of attraction, suspense and excitement in the curriculum, to arouse the interest of learners.

G. Develop a curriculum for the debate material, or introduce it as an adjunct to the Arabic language, in order to encourage students to speak, self-esteem and teach them the basis for the right discussion.

H. Develop environmental curricula that teach students the importance of maintaining school hygiene, classroom, office, floor and school-based safety. Linking it to the relationship between state expenses, expenditure and taxes earned from the salaries and projects of their guardians and the economic return of the state and people. In maintaining the school with the introduction of environmental security approaches for each occupation, similar to the industrial security and recycling methods.

I. The need to convert the curriculum into documentary material, providing it with images that attract the attention of students and simplify information.

J. Establishment of a specialized center for curriculum development and updating to cope with global changes. It is made up of a number of academics, researchers and specialist university professors who are studying curricula in developed countries in order to convey their pioneering experiences. There is no harm by using some professors from those states as advisors, to draw on their experience in curriculum development, as well as to convert traditional curricula into electronic curricula.

K. Teachers and parents should be involved in curriculum development because they are in real

contact with students, and are more knowledgeable about their intellectual requirements and their mental and age potential.

L. Reliance on Mind maps as a summary at the end of each semester.

M. Reliance on educational games in the first three years of primary school.

N. The curriculum content defies students ' mental abilities because challenge is driven by research and thinking. The inclusion of issues and problems that interest the students that lead them to seek multiple solutions. Such curriculum contributes to the development of the student's ability to think creatively.

5. Stimulation of Social Participation in The development of School Performance:

A. Promulgation of laws regulating the relationship of Community institutions with the school and educational system. Forming a General Assembly of the Council of Guardians to be a partner in responsibility for all matters relating to school and has the right to make vital decisions at it:

a. Establishment of a center for information and research with societal participation at central level.

b. Encourage parents to attend monthly meetings:
by:

- Using information to raise awareness of the objectives of the plan and the importance of the Egyptian family's participation in the success of their children.
- Suspension of the student exam as a result of the attendance of the guardian.
- The pupil's final enrolment will only be made after the guardian's attendance of the mini-meetings with the headmaster.
- Presence of a member of the House of Representatives in a General Conference and a local council secretary in the context of their social role.
- Honoring the continuing, eminent and cooperating guardians of the schools at various events.

6. Community Partnership to address the financing of education crisis:

A. Establishment of a national fund for the development of education, which will contribute to the construction of educational buildings and school equipment, financed from grants and donations both from states and individuals. Encourage industrial and commercial enterprises to contribute and provide them with some facilities instead.

B. Linking the community and educational institutions by encouraging industrial and

commercial enterprises to transfer their problems and desires in developing their products to universities and research centers. This would be in exchange for exemption from the tax rate or the granting of facilities in payment for the formation of boards of trustees for educational units' representative by businessmen, eminent and public figures who are able to contribute to the development of these units in this direction.

C. Establishment of an insurance and student housing Fund, where the Ministry of Education, in partnership with the Ministry of Housing and the Ministry of Insurance, are establishing an insurance housing fund for students who will pay a monthly or yearly premium and a variety of payment methods. Over the years of education it becomes an amount that helps him/her to start their career with the apartments of the university graduates from the apartments of those with an internal average qualification not externally due to the increase in the years that the student received during his undergraduate studies.

D. Develop a plan for the operation of existing school buildings in summer holidays, one for girls and the other for young people, to suit the needs of local communities to provide local industries that have financial returns.

7. Reforming methods of correcting in general and higher education:

A. Take care of the issue of the regular internal and external monitoring of universities, their activities, programs, inputs and outputs.

B. Work on the adoption of internal and external correcting formula for university education, linking the assessment of the budgets of universities and colleges to the quality and adequacy of their outputs.

C. Work on the establishment of national measurement and evaluation centers, aimed at facilitating the work of researchers and workers.

D. Take advantage of international experience in the field of educational evaluation and reconsider methods according to the Arab and international experience.

E. Accustom learners to monitor their own educational performance personally.

F. Promoting a civilized acceptance of the correcting results as means not purpose. To create a psychological environment conducive to that goal.

G. Developing family culture with regard to the correcting, its methods and style.

H. To make use of the results of the correcting and to put them in practice in order not to be a goal and a purpose together.

I. To work on continuing training courses for university professors and teachers in the field of

measurement and evaluation, and to invite colleges to contribute in this field.

8. Care of creativity in educational institutions and focus on thinking

A. Finding means within all stages of education to ensure that the quality of education is promoted, leading to a path of modernity, excellence and creativity as an entrance to knowledge and technology.

B. Students' interest in creating positive and effective attitudes and trends that enable them to cope with change, whatever it may be, to adapt to the new, to possess creativity and skills.

C. Work to enhance the skills of aesthetic, creative and artistic values.

D. Develop promising administrative formulas to encourage creativity and talented teachers or scholars.

E. Linking educational institutions with institutions of society, production, culture and creativity through administrative organizations established for that purpose within the framework of each school and directorate.

F. Improve the living conditions of professors and provide them with incentives to produce and innovate.

G. Working to make the university through its professors and curricula, centers to build a culture of competence, creativity, excellence and competition by adopting the modalities teaching that is interactive, free, debatable, researching and solving problems, away from unilateral and indoctrination methods.

H. Promote hiring teachers with Arab competencies, especially for those states that are facing lack of needs, and provide incentives for those with competence to give, produce and innovate.

I. Working through Arab organizations to monitor the excellence and creativity Awards for Governments, non-governmental institutions and individuals who make creative and innovative efforts in the field of education.

9. Taking into account new administration principles:

a- Enhancing the cooperation between general education and high education institutions within some points: visions, learning policies, roles, responsibilities, learning budget, learning assessment, scientific studies and researches, libraries' services, conferences and seminars, exchanging experiences in the field of education and curriculum development, continuous training and

learning, scholarships to complete higher studies, and programs for preparing teacher in the universities.

b- Making a mechanism for connecting the universities with learning administrations that belongs to the same area. Moreover, granting the universities gradually more independence according to specific criteria. In order to lessen the heavy responsibilities of the ministry and to give more flexibility for the universities to facilitate the managing procedures and to give more motivation to be creative and distinctive.

c- Adopting decentralization formulas in the educational administering work to facilitate the procedures. Besides to save the time, and to give more authorizing for the different levels in decision-making stage.

d- Selecting objective administrating professionals without violence, cramp and domineering in their personalities. The more democratic lovely educational environment the more effective learning.

e- Sharing the teachers, administers, learning managements and local communities in decision-making process that related to choose teaching

materials, funding policies, teaching methodologies and teachers' assessment.

2- learning- twining for spreading united Arabic culture:

a- Working to activate the combined Arabic work organizations and increasing the material and the moral supporting to achieve the expected roles.

b- Working to develop the specialized qualitative Arabic networks and occupational unions and introducing the material and the moral supporting.

c- Working to revise the Arabic strategies in different fields as early childhood, education, literacy, and adults learning for developing the education and enhancing its quality by means of specialized team works.

d- Working to prepare cooperatively the curricula in the Arabic countries, which in turn help to unify the thoughts and knowledge and to give flexibility to express the features of each country.

e- Working to establish Arabic educational distinction institutions through establishing Arabic centers for measurement and assessment, talents' custodies, producing educational techniques, leaderships training and delineating the educational policies.

f- Working to formulate unified criteria for assessing the high mental and living skills.

g- Working to establishing Arabic co-organizations for assessing elementary and universes' learning as well as using and improving the competency.

h- Working to find unified system for secondary schools' certification like "Bachelor examination".

i- Working to design and develop a unified test for the acceptance in Arabic universities, and facilitate the fiats for shifting between universities and basic learning stages.

j- Working to provide a database that related to the educational work, workers, renewing points through Arabic organization for education, culture and science, Arabic universities union and regional organizations.

k- Working to invest the Arabic television channels and remotely learning centers for serving the cooperation between Arabic countries and regional organization.

l- Working to deepen the cooperation between Arabic countries and its organizations and international organizations that working in educational field. Then, set the practical mechanisms to activate the usefulness from these organizations by means of national and Arabic team works.

m-Working to establish a program of Arabic university for higher studies.

n- Working to make unified Arabic curricula for the primary stage that are used outside the Arabic country.

o- Working to establish Arabic center as thinking and renewing cell to provide future visions about education in the Arabic region.

p- Working through Arabic organizations to observe the creation and distinctiveness awards, that are submitted by governments and non-governmental organizations.

The Second Part

Reforming the Religious Education

The Moroccan experiment in reforming the religious learning

The Arabic Morocco:

It is the west zone of the Arabic homeland and includes five countries, which are Mauritania, Morocco, Algeria, Tunisia and Libya. It is known as the big morocco or the Moroccan region. These countries have established on 17 February 1989 a regional group through stating Arabic Moroccan union treaty.

The place, the area and the population:

The Arabic Moroccan countries are located in the north of Africa alongside the Mediterranean until the Atlantic Ocean. The cumulated area is about

507820140 Km that means it forms about 42% out of the total area of the Arabic Country. The area of Algeria alone is close to 41% out of the area of Moroccan Union. The population of the Arabic morocco union is almost 80 million souls according to reports in 2000 that means it forms 27% out of the total population of the Arabic country. The most population of the Arabic Morocco region is living in Morocco and Algeria equally. The area of the tillable lands is about 307% out of the union's area, 43% of them are located in Morocco. According to the local production, it is about 38906 \$ milliard dollar that equates 32% out of the total local production of the Arabic country.

The schools in the Arabic Morocco:

The Moroccan's princes and sultans concern with building the schools, where the schools in Sous area graduate many scientists in different specializations in the Islamic world. The schools in Sous area are about four hundred school; fifty of them are mentioned in "sous al-alma" book by Mohammad Mokhtar Al-sousi and one hundred in "Madres Sous al atiq".

The tribes fund these schools by specifying some crops and discontinuing some properties for the sake of maintenances and logistics of the schools. The

sous tribes' compete for building the schools in the mountains and lowlands and there are two to three schools for each tribe; the most famous schools in the age of almurabiten like sabta skool, tanja, agmat, sjlmasa,tlmsan and marakish. These schools teach Al qerwan science and famous Andalusian culture and have great scientists as the juge Ayad, Abo Awaliel bin rush whose book is "Almuqademat Al awael le mudawna" and "Albayan wa Altahsel". In that time the students have all their necessities from food, drinks, money and accommodation therefore the Islamic civilization precedes the others by preparing the town of universities. In 721 A.D, Sultan Almarinea state in morocco, Abo saeed uthman bin yaqub (died 731 A.D), ordered to build a school in the new Fas town with good construction, importing great experts for teaching Holy Quran, discontinuing some properties for the sake of maintenances and logistics of the schools for the sake of Allah.

Sultan Abo Saeed is a famous Mareenian's sultan who concerns with building schools; in 723 A.D, he demanded to build the greatest school in Fas town known today as Al Atareen School by AL sheik Abo Mohammed Abdullah bin qasim Almizwar. Sultan Abo Saeed himself attended in a group of jurors and charity men until it was established and built. It was

unique according to its building, great experts, Imams and servants, endowing some properties for the purpose of maintenances and logistics for the sake of Allah.

Ancient schools in morocco:

Aqtap gate:

In May 2006, the logical construction of the ancient learning was completed by declaring six laws (law no. 13.01). That would participate in enhancing the efforts in the field of mending the learning, adjusting Quran- katateeb. According to that, the Ministry of religious endowment organized courses in continues formation, recent sciences and foreign languages to enable 2000 students to get the benefit. It also gave award of ancient learning for the educational distinction for each of its aspects: the teacher, the student and the school.

Law's requirements, numbers of schools and its distribution:

What are Law's requirements? How many are the ancient schools in morocco? What is the map of distribution? Without including these schools into account, how are these excluded schools sponsored and operated?

Moreover, when does it include applying the new curricula for the ancient schools? And how are these

schools established early? And what is its turn in protecting Holy Quran, Al Maliky denomination and Arabic with Islamic sciences, serving religion, homeland and its union? All these questions and others we try to find answers for them in this folder.

The ancient learning is abandoned for ages to the tribes and sponsors, so each tribe builds its school and funds it unless there are some gifts or some grants until the end of the last century. This learning pattern suffers a lot from bothering and battling during the colonialism but the scientists confront that situation by supporting from King Mohammed 5th. After the independence, there is a combination of these ancient schools within formal learning section in the national education ministry; like Islamic institution in Betrodant 1965. There is no concerning with the ancient schools until the end of eighties when the departed the 2nd Al Hassan ordered to reeducation the Qarween mosque according to the previous system. After that, he established a school followed the 2nd Al Hassan mosque in morocco in order to graduate the most necessary religious' forms as imams, orators, jurists and Quran memorizers. The feeling of this need has increased after opening schools for teaching ancient learning that do not use the official doctrine of the country. Thus, these are closed.

In order to qualify the ancient learning, law (13.01) has been declared as mentioned in its preamble “because of education system of the Moroccan kingdom derives from the real Islamic doctrine. And its goals are to form moderated straighter citizens who pay attention to the ancient learning’s importance. Also, it is concerning about its spreading between people, its role in social and economic developing and endeavor for taking care of it , the ancient learning enrolled within the reforming program of religious field. In the same line, King 6th Mohammed said in a speech on 30 April 2004 that our caring about qualifying the ancient schools, preserving the Holy Quran from each exploitation disservices the Moroccan identity. As well as, providing formation programs, the students of the ancient schools should be enrolled within the national education organization with preventing graduating the backward ideology and encouraging the openness to other cultures”.

In May 2006, the entire logical file was accomplished by declaring applied decision of law (13001) also the features and the goals of typical ancient school were specified. Therefore, the first typical ancient school was built in Shtwka Ayat Baha when some philanthropists donated the land. In addition to build a new student housing building

inside Sidi Ibrahim school as a kind of human developing of the national project. Some philanthropists and tribes fund these schools even before declaring law (13.01) because the Ministry of religious endowment pays for only five schools out of 499 ancient school and for 156 schools' teachers and students but still there are 338 schools without any donations.

According to the ministry of religious endowment, the budget has not been enough for filling the schools total requirements where the private budget is 36 million dirham in 2006 and if it is divided equally, each student would take 1600 dirham. Whereas its total budget is 3 million and 900 thousand dirham and if it is divided equally, it would not be sufficient for each student to take 140 dirham. That is the reason of being this kind of learning is funded with big rations by philanthropists, organizations and tribes.

The tides steps of combining the ancient learning:

The ancient learning is connected somehow with the formal learning but this bridge has no longer been because of the age decision declared in 1960-1964, hence, the age of student especially (Quran memorizer) must be from 10-15 for joining Islamic Arabic learning institutions. Therefore, there has been a meeting for the heads of institutions including Alqarween and Inb yousf and some Moroccan

scientists for discussing this problem specifically after the typical sections' failure to solve the Quran memorizer's problem. This meeting come out with some decisions: unifying the primary stage and the first grade of the secondary stage. As well as, dividing the second grade of the secondary stage into three monitoring classes. That were working as tributaries for three colleges in Alqarween university, establishing a saving section for the students whose age not more than 15 years old, accepting 4000 students in Fas, Marakish, Tatwan, tarwdant with providing their needs.

Unfortunately, the project was cancelled in 1961-1962 because of insufficient budget, which led to leaving the typical sections in 1965-1964, combining the sections, cancelling the tributaries and joining them to the recent learning. This plan continued to change the name of Islamic institution in Trawdant in November 1965 into secondary. Consequently, this type of learning remained as it had been taught in some secondary institutions until the late of 1972. Hence, starting of thinking again to enliven this authentic learning and to enlarge its secondary and primary bases as well as keeping it belongs to Ministry of national educational. Therefore, the life has been come back to Alqrween University.

In 1988, the departed second Al Hassan ordered to requalifying Alqarween mosque according to the old system as an ancient learning followed the ministry of religious and endowment in agreement with Alqraween University for an authentic learning. In 1995, his majesty established a school extended to the second Al Hassan mosque in Aldar Albadha. There was a necessity to develop this field especially after opening many ancient schools that did not respect the formal denomination of the state as a result these schools were closed. In January 2002, king the sixth Mohammd commanded to apply law (13.01) to qualify and develop the ancient learning. Then his majesty completed this decision by stating decree (Aldher Alshrif) no. 2.05.1273 in December 2005. It was followed by other six applied decisions belongs to the Ministry of religious and endowment in 2006 to start the process of requalification and combination gradually.

The ancient learning is divided into three types according to funding:

1- General ancient learning including five schools only. Two of them have been funded totally by the ministry of religious and endowment and have a good relation with the law formula. They are Alqarween mosque and extended school to the second Al Hassan mosque. On the other hand, other

schools that have been funded totally by the ministry of religious and endowment but they need qualification as Al Sais Zwen School, Ibib Atya institution in Tanja and Sidi Mohammad School (previously as zhero) in Tanja too.

2- Private ancient learning has two types:

a- Schools have been funded by both the ministry and the philanthropists. The ministry provides grants for some students and awards for teachers. The association of morocco and Senegal make available grants for its students especially Africans as Senegal, Ivory Coast, Guinea and others. In addition, the philanthropists provide the other material needs in order to recover privatized budget and grants for students. This type has about 156 schools including 6795 granted students and 467 awarded teachers.

b- Schools have been funded only by the philanthropists. This type has about 338 schools including 14856 students without grants and 1064 teachers without any awards.

Ancient schools' history in morocco:

The Quran schools or what is called the ancient school nowadays, play a great role in establishing the Islamic instructions especially in Sous country, where Avean has one of these Scholes that is Sidi Ibrahim Bin Amer School. I hope to provide all

facilities to this school for completing its intended role. For the benefit, I present for the readers some points of a completed study done by Dr. Jamil Hamdawi.

The Moroccan learning from early Islamic conquests until nowadays has been associated with ancient schools or what is called Quran schools, Islamic learning, or authentic learning. These schools teach Islamic sciences, linguistics and literature knowledge more than universal and mental sciences. These schools have an important role in spreading the Islamic religion. They also provide qualified frames and scientific competencies that have the roles of teaching, oratory, imam, documentation, justice, judging

Management and sultans' consulting. Not only famous scientists, sophisticated people and educators have graduated from these schools but also some sultans and founders of the Moroccan kingdom as Abdulah Bin Yasin; the leader of Almurabiteen and Ahmad Mansour Alzahabi; sultan of the sadea state.

The ancient schools have been doing various jobs as the educational role, learning role, national role, and ethical role and developing it until now. For that reason, there is a need for increasing this type of

schools especially after observing students' bad levels in the Islamic sciences field and religious researches. Specially, when that is related to legacy, explanation, comprehension Prophet's hadeeth intention, put the jurisprudence and its origins ...

Therefore, during the era of king second AlHassan and king sixth mohammad, the Moroccan kingdom establishe Dar Alhadeth Alhasnia in Al Rabat and two Islamic colleges in Fas and Agader and college of origin of region. Also it maintains the Islamic mosques like Alqrween mosque in Fas and Ibn Yousif mosque in Marakish and gives permission some institutions to do its learning and educational jobs according to Aldher Alshrif (01.13) declared on 29 january 2002.

So, what do the ancient schools mean? what are the writings that recognized these schools? when have these schools emerged? What are the historical stages of them? what are the roles and the jobs of these schools? How have they been organized? What are their programs and syllabus? What are the criticisms to this type of schools? and what are the ways for mending and developing these religious organizations and solving the related problems?

We will try to answer all these questions in our modest book.

The concept of the ancient schools:

The ancient schools are the authentic traditional religious schools that spread in the westward from the conquests' time. It is characterized with learning authenticity, indoctrinate Sharia sciences and explaining the Islamic doctrine principles. As a result, these schools could be called as the schools of Islamic religion or the schools of authentic learning or the schools of traditional learning or the schools of ancient learning or the religious schools or Shari schools.

Dr. Rashida Brada defines the ancient schools as "building used for donating (endowing) the students who come from different places for the purpose of learning and the term endowing means that this building is not funded from the bank (bait almal) rather it is funded from endowing the rulers' and people's money.

Mohammd Mokhtar Alsousi is considered as the first one who uses the term the ancient schools in his two books: the ancient Sous schools and Alalema Sous". His purpose is to distinguish this type from the others, not to offend it. And, the followed researchers have known his intention.

Besides, the ancient learning takes its description from its name, which means the learning that

practices in old Moroccan schools and it is opposite to the modern or official or regular learning”.

These schools are characterized with independent buildings, private budget brought by philanthropists, logistic supporting, books purchasing for copying later, “but rather there are a graveyard for burying the dead students as the case of the oldest school in Sibta”. This type of school is considered as an urban organization more than Bedouin one. Besides, it is a clear sunni learning organization or jihad appendixes and mystic worshiped centers.

The ancient schools also concern with (office, kuttab, masjed, juris house), mosques, appendixes, worshiped centers and urbane schools that were built by sultans in Fas, Marakish, Meknes and Sibta.

Early beginnings:

The learning schools’ phenomenon appeared firstly in the east in the fifth century during Alabasi age when the minister Nezam Almalik founded his first learning school in Baghdad. In the same century, according to Abdulla Knon, the learning schools seemed to be in Morocco in Almorabiteen age with Ajlo School that located near to Tznet in other words, wijaj bin Zlo School where Abdulla Bin Yasin had been learnt. However, according to some researchers, these schools had appeared in Marinid age in the sixth century as Alqrtas school that

founded by yaqoub Almansour Almouhdi Who built many schools in Africa, Morocco and Andalus.

What assuring the contrast about the history of schools' establishing is that there are some historical sources negate the school's establishing in Morocco before the seventh century. Then, Mohammad Almnoni comes to assert that these schools emerge and flourish in Almouhdi age specifically in the era of calipha Almurtaza who establishes two schools: Alqasaba and Almrtaza mosque in Marakish. The schools at that time, which are recognized as learning organizations, are present at vast flourishing and big interest from the Sultans in Almarine's age. Sultans establish several schools in the Moroccan towns especially Fas town where there is a big cultural flourishing to become kibra for scientists. The project of building schools is not exclusive for Fas town only but rather it includes other towns like Kasla, Miknas, Marakish and others''.

The ancient schools, that have the Islamic direction, appeared at the same time with Islamic conquests leaded by Uqba bin Nafa, Hasan bin Numan and Mousa bin Nousair for the purpose of spreading the Islamic religion in Morocco and Andalus and teaching the people Shari sciences, religion origins and Arabic language. Although the mosques still play the normal role as places for

moralizing, reminding, teaching, astounding and learning.

The age of fotouh (conquests):

As have been said that The ancient schools, that had the Islamic direction, appeared at the same time with Islamic conquests leaded by Uqba bin Nafa, Hasan bin Numan and Mousa bin Nousair for the purpose of spreading the Islamic religion. The most great achievements had been done in the era of Hasan bin Numan “ who considered as one of viceroys in Africa during the reign of Abdulmalik bin Marwan, he sawed the Islamic culture, made the Arabic language the formal language compelled the people either Muslims or not Muslims to learn it. After that time, Omar Abdulaziz ordered ten of jurists to teach people the holy Quran in Morocco and Africa “.

Alqarween mosque was considered as the most ancient Islamic university in the world, founded in the age of Adaresa state in Fas-Morocco (245 A.D) by a benevolent women called Um Abanin Alfahri who traveled from Qerwan to Fas. There were many of religious schools in Morocco, which concerned with teaching and explaining the Almaliki denomination by a good group of scientists. Who traveled to Andalous, hijaz and Egypt for pilgrim,

learning a science, or learning Almaliki denomination. It is known that Alqrween mosque had the responsible of teaching Almaliki denomination, and its explanations, margins and foot lines.

When the traveling scientists came back to morocco, they started to spread all the things that related to Almaliki denomination and use it in judging, justice and documentation. Then they established the grammar of science and religious institutions in different places in country.

The age of Almurabitin (stationed):

Almurabiton interested a lot in sciences and arts. They established many schools for teaching knowledges and arts and opened religious mosques for teaching Shari sciences. Therefore, they enlarged Alqrween mosque with great interesting to develop it. Like Alqrween mosque in Fas, Ibn Yousif mosque was established in Marakish. The age of Almurabitin was the most flourished ages because of establishing many Islamic schools and cultural centers in Fas, Miknas and Marakish during the reign of Yousif Bin Tashfin and his sons. The Moroccan's emirs and sultans concerned with building the schools, where the schools in Sous area graduated many scientists in different specializations in the Islamic world. The

schools in Sous area are about four hundred school; fifty of them are mentioned in” sous al-alema” book by Mohammad Mokhtar Al-sousi and one hundred in “ madares Sous al atiqa”.

The tribes funded these schools by specifying some crops and discontinuing some properties for the sake of maintenances and logistics of the schools. The sous tribes’ competed for building the schools in the mountains and lowlands and there was two to three schools for each tribe; the most famous schools in the age of almurabiten like sabta skool, tanja, agmat, sjlmasa,tlmsan and marakish. These schools taught famous Andalusian culture by and had great scientists as the juge Ayad, Abo Awalied bin rush whose book is “Almuqademat Al awael le mudawna” and “Albayan wa Altahs”. Those scientists used different methodologies for the teaching as Qerwani method, Andalusia method, Eastern method and Moroccan method.

The age of Almouhdin (ecumenicists):

This age was concerned with spreading science, renaissance of ideology, building institutions and Islamic schools, establishing students’ house. This house looked like a scientific academy where various students and famous experts. Consequently, this age

was characterized by “building a number of mosques and schools in Africa, Andalus and Morocco, as a kind of scientific progression, like the greatest mosque in Sala town and its school that exists until now and the school of Shaikh Abi Alhassan Alshari in Sebta town that had a great reputation

The age of Marineen:

The marineen state had a great interest in scientists, juries, students and building schools and mosques with beautiful designs, decoration and mosaic with providing mental support as well as material support.

These schools taught three kinds of sciences: Shari sciences including doctrine, hadeeth and explanation, Arts including poetry and novels, and universal sciences containing philosophy, math and astronomy.

This age concerned with enlarging the sciences by adding, removing, summarizing, branching, and deducting. In addition, “the students remained learning even after getting high levels. For example, there were a group of scientists had never stopped learning as Alkanoni who was polymath jure. He was teaching a code (modawna) in Alqrween mosque with attending about one hundred students. So, this was a strong motivation for studying and spreading the sciences”.

The age of Sadeen:

In spite of the strong economy and civilization of Al Sadeea state, there was frostiness dominated the learning aspect likewise the situation that was in the Islamic world during the reign of turkey. As a result, Shari learning depended on learning explanations, futile summarizes, manipulating with terms and concepts and complicating sciences, knowledges and arts. It could be observed that the learning situation was not flourished that time although some sultans had graduated from the ancient schools like Ahmad Almansour Alzahabi. However, the learning situations was frost and because of rigidity, imitation, and filling learners' brain with versified and futile summarizes.

The age of Alalween:

It was characterized by spreading the ancient schools, building the mosques, the religious institutions and the educational associations and increasing prayer corners for religious culturing.

There was a renaissance in the fields of arts, sciences, linguistics and Shari sciences. However, Sultan Mohammad bin Abdullah Alalawi made mending in the learning section by focusing on the sciences of transitions, the doctrine of ancestral, spreading Alsuna's books instead of jurisprudence's books and banning to teach some sciences as

philosophy, logic and etymologies, mystic of zealots and news stories.

During the colonialism period (1912-1956), there were two kinds of schools: modern schools that had the newest syllabus about linguistics, math, logic, physics, philosophy, history and geography. And the other one was traditional schools like Alqrween mosque, Ibn Yousif mosque and other mosques that taught Shari sciences, linguistics and arts by traditional and ancient methods.

After the independence, Morocco builds general modern schools according to western educational philosophies and take into account the Spain and French learning development. Besides, it leaves the ancient schools practice its religious and educated roles next to authentic learning schools where Shari sciences, linguistics, modern sciences and arts are taught.

Depending on Aldher Alshrif (01013) on 29 January 2002, both Ministry of religious endowment with Ministry of national education, high learning, framework formation and scientific researches have Supervised, monitored, funded, and framed all affairs of the ancient schools according to available capabilities and situations.

It is observed that many religious institutions and ancient schools have been teaching Shari subjects, Quran subjects, modern studies and linguistics for enabling the students to be Imams, orators and Quran memorizers.

The system of ancient schools in Morocco:

The ancient schools in Morocco have a relationship with schools, mosques, associations, and prayer corners. Therefore, the tribes in Sous, rural area, its mountains and Atlas build the schools depended on their own budget. Moreover, they have specified some of crop resource for funding, managing and providing logistic as well as paying juris' fee and mending the school. The tribes challenge among themselves in building the schools and paying money because they consider this behavior as good reputation, authentic pride and charity.

As the marine and alawi states, the recent state sometimes is funding these schools and providing the aid and logistics support. So, the ministry of religious endowment depending on Aldher Alshrif, declares to provide a support to the ancient schools including funding, grants, donations, and awards.

That means, tribes and philanthropists have funded the ancient schools in Moroccan landscape totally. For example, people are paying the jury's fee weekly or monthly in order to learn their children while in the towns the government funds the schools. Like the situation in the previous ages as in murabiteen's age, muahdeen's age, marinee's age and alaween;s age.

In these schools, the students have the right for choosing the suitable jury for teaching. He should have some conditions to be selected as got married, memorizing the Holy Quran, skillful in teaching, pious, polite, well- mannered with neighbors and people, and administrates Imama, oratory and teaching.

Just like the case in mystical schools, the jury is like an administer or guard in his schools who protects it with the help of representative of students. Like the juries, the students should also have good ethics as pious, polite, well- mannered with his teachers ,serious, effective in acquiring the knowledge ,attending the classes , sustained, protecting all schools' properties, prayer, and reader of daily part of Holy Quran . According to the learning stages, they are divided into three: beginning, middle and final stages.

The duration of learning in ancient schools is the same as the duration in the general schools. And the studying in ancient schools is supposed to be finished by presenting a traditional certification that is known as the permission (Alijaza). It has been given because the teacher permits his students for editing a certification by which they can take teacher's knowledge and sciences and presents it to the others. This certification will not be given unless the student is excellent and acquires all his subjects. While in Alqrween mosque and Ibn Yousif mosque in Marakish, this certification is described as an international one like Al Azhar certification. It admits of the student's competence and qualifies him to be a scientist who has the right to work in any position occupied with great scientists and juries. Alijaza certification would be either general for all science or private for one branch as Alhadeeth or one book as Saheh Albokhari.

The acquiring process of knowledge has continued since conquests until the last period of colonialism but unfortunately, it has stooped recently. Because of many reasons: stating conditions when someone needs to teach in ancient schools or orate in mosque, forbidding to teach in public and private schools, banning from occupying positions of judging, justics or documentation. Even though, the ministries which are responsible about

ancient learning's development have tried to modernize it and bridge the gap between the ancient learning and public learning as it is clear in point 88 from the second aspect of the pedagogical organization:

- Forming regular schools for authentic learning from primary school until the secondary learning.
- Establish centers for making religious curators, and the needed specializes are decreasing depending on the requirements of present and future time
- Deepen the relationship between teaching foreign languages with genuine learning.
- Bridge the gap between Moroccan universities and genuine high educational offices and related university learning prongs for cooperation, organization and sharing”.

Then, Ministry of religious endowment declared to take care of ancient schools and organize them legally by applying law (01013) on 29 January 2002. For that, it states decree (Aldher Alshrif) included eight gates and twenty-six points for controlling the ancient schools' affairs legally and logically. Then Ministry of religious endowment would specify the syllabus and programs of the ancient learning in company with the ministry of national education, which in turn authorizes these schools, their

administrative systems, certifications, revenue, graduation process and funding besides the supplying that comes from philanthropists and sponsoring organizations.

The fourth point of this decree specifies the syllabus and programs of the ancient learning “the early learning programs are taught in Quran schools and the primary, preparatory and secondary learning programs are taught in ancient schools while the final learning programs are taught in Alqqrween mosque and other mosques. These programs of teaching must had about 75% out of total percent of each subject taught in the public learning schools including mathematics, languages and sport.

This type is distinguished by primary certification for primary stage, preparatory certification for predatory stage, bacaloria certification for secondary stage and international certification for final stage”.

The decree (Aldher Alshrif) divides the ancient schools into two types: general and private ancient schools. Depending on the fifth point in decree, “the ancient learning includes general and private ancient learning”. The core of this ancient learning is not different from the authentic public learning’ one.

The government is responsible for organizing the ancient public learning by means of Ministry of religious endowment that is mentioned as administration in the decree (Aldher Alshrif) while the ancient private learning is controlled by some requirements mentioned in this decree”.

In conclusion, it is obvious that the system of ancient learning is changeable from period to other and from one era to other depending on political, economic, social and cultural situations. Even if there are some basics that managing these schools from administrative, learning and education point of view from oldness until our phase.

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The Religious Education in Malaysia

Introduction

Thanks to Allah for making great figures to this religion and versed representatives for rightness and for making the scientists like illuminations in the darkness and their hearts as a store containing the books' knowledge. Be peace upon humanity's teacher, humankind's guider, who endangers pre-Islamic entity and is dispatched for people as teacher, guider and forerunner.

Far ahead,

Certainty, many poor and outgrowth countries have tried to join to the progression that is leaded by the west especially by America and Europe. From such countries that succeed in the tries is Malaysia. It is a small state has area about 330 klm². It is located in the Centre of eastern-south Asian continental.

It is able to present an example of how a poor county from the third world has transferred into one of the most important developmental and industrial centers in the world.

There are some features of the Malaysian experience, and Mahateer Mohammad is the most prominent one. It focuses on the education process in general, and preparing more dynamic productive citizens to face the struggles. In addition, it concerns with preparing persons related mentally, spiritually

and emotionally to the faith of Allah. Moreover, the education syllabus interest in providing the students the required skills and knowledge to be responsible and to participate in the process of national development in order to form a new industrial situation.

By the way, the Malaysian experience presents a model could be imitated because there is no progression without investing the humankind's sections, which represent the vital element in the process of production.

Therefore, I will study the Islamic education in Malaysia in summery and will divide it into ten sections as following:

Firstly : defining the federal Malaysian state.

Secondly: the religion of Malaysia.

Thirdly: general background about how Islam entered in Malaysia.

Fourth: the beginnings of religious education in Malaysia.

Fifth: the important factors in succession the public and religious education in Malaysia

Sixth: science and technology in Malaysia.

Seventh: the stairs of education.

Eighth: Mahateer Mohammed, the modernization leader.

Ninetieth: political Islam: will it be occlusive in front of modernization?

Tenth: education system in Malaysia... Quality and proficiency.

Firstly : defining the federal Malaysian state.

Malaysia is constitutional royal federative state, placed in southern east of Asia. It consists of 13 statewide and three federative regionals with area about 329.845 klm². Its capital is kuala Lumpur while Putrajaya is the federal government headquarter. Its population is increasing to reach 30 million souls in 2014.

The country is divided into two parts by the southern China Sea. They are the Malaysian peninsular and the Malaysian Borneo (known as the eastern Malaysia).

During the end of twentieth century, Malaysia has economical spurt and quickly development. It is bordered with strait Malacca that is important marine path in the international navigability. Hence, the international trading is a basic part of its economic. Industry is forming one of main sections of country's economy. Therefore, it has joined the eighth outgrowth Islamic countries group. Malaysia is having energetic variation of animals and plants and it is ranked as 17 among the most various countries.

Between eighties and middle of nineties, Malaysia is considered as a big economical growing during the reign of Mahateer bin Mohammad. This period has noticed transition from economic depended on agriculture to economic depended on industry like the one computers and electronical consumed. As well as the appearance of great projects such as the project of Petronas the twin towers (at that time, they are the tallest building, and still they possess the same stature as the tallest). And the international kualalampour airport, the quickly way between the north and the south, international Sibang circuit, hydroelectric pacon dam and potrajai is the new federative government headquarter.

However, the government and the politics consider Malaysia as federative constitutional electoral royal state. The federative president is (yang de bertwan agong) who considered as the Malaysia's king. He is elected among nine sultans of Mlio states to be president for a period of five years. While the other four states that have rulers will not participate in elections.

Legislative power is distributed among local and federal legislative powers. Parliament consists of two councils: representative council or Diwan Raaeat (means people's council) and senate or diwan negara (means nation's council) and 222 members need be elected. Executive power is given to the council of

ministers where the prime minister is the head. He is supposed to be a member of parliament depending on the Malaysian constitution. According to yang de bertwan agong's opinion, he has to get most of votes in parliament. The council of ministers is selected from both councils' members of parliament.

Malaysia is a founder member of Asian eastern south countries association (Asian). It participates in many international organizations like United Nation. Likewise, it is a member of eighth outgrowth countries group. Although Malaysia has diplomatic relations with many countries, it does not confess by Israel state. As a result, any traveler who has Malaysian passport not allowed to enter Israel and vice versa.

The Malaysian armed troops (Angatan tintera Malaysia) that have the responsibility of defence is separated into three branches: Malaysian royal naval (tintera lawt diraja Malaysia), Malaysian army (tintera darat Malaysia), and Malaysian royal air forces (tintera udara diraja Malaysia). Malaysian royal air forces working together with American or Russian aircraft carrier.

The religion of Malaysia:

Islam is the official religion in most Malaysian states and takes the biggest portion although there are many various religions. According to population enumerating in 2000, Muslims are about 60.3%

while Buddhists forming 19.2% and Christianity is about 9.1%, Hindus forming 6.3% and 2.6% for other religions as Confucianism, Taoist, and other traditional Chinese religions for instance Liheaea, public religion and Sikh. Whereas 0.9% is for atheists or for those without any presented information.

The entire Malayo's race is Muslims as specified in item 160 of Malaysian constitutive {64}. Most of Chinese Malays as the Chinese communities in anywhere follow a mixture of Pagan, Tawaia, Confucianism, and Ancestor's worship. However, when they have to specify their religion, they consider themselves as pagans. The statistics of census in 2002 shows that 75.9% of Chinese in Malaysia following Pagan while 10.6% following Al daweia and 9.6% following Christianity. In addition, Muslim community are the majority in Pinang state, with Malaysian Indians around 84.5% following Hindus. Besides, a big minority of Christians about 7.7% and Muslims approximately 3.8% as well as there are 100,000 of pagans with Sikhs. For Albomibotra community, Christianity is the official religion with percentage of 50.1%. While Muslims are around 36.3% and 7.3% of people follow public religion.

In addition to Christian missionaries from outside the country, there are continuous efforts from government and non- governed organizations for changing the pagan communities into Islamic ones especially among tribes of peninsula who do not deserve the situation in bomebotra.

The Malaysian constitution denoting the religious – freedom; in other words, Muslims have to be in contact with court's decision that related to their religion. It is supposed for legal judge to follow Alshafi doctrine (the official doctrine in the country) in their decisions. These courts work for Muslims' affair only such as marriage, heredity, incubation, etc. the civil and criminal crimes to the legal courts which have a hierarchy like that for civilian courts. Although the civilian court is a high court in the country, but it (even the federal court) can not overrule any legal courts' decision.

As the situation in the Asian countries that characterized with the majority of Muslims, the Islamic religion has become more obvious since eighties and nineties. Later, the laws of sexual activates organization among the Muslims are rigorously. So, it is not allowed for not married to be together in isolated or narrow places in order to blocking the unethical behaviors.

Thirdly: general background about how Islam entered in Malaysia.

Islam has reached to Malaysia in the seventh century, but we can not specify exactly which year. There are strong relationships between peninsula Malayo (Malaysia) and Sumatra Island that confronted to the west of Malaysia. Islam region has reached to Sumatra Island because of northern border is near to the west. It is moving the Islamic ships through sea. These ships are controlling the Hindi Ocean's naval paths, marinas, centers, bases and sailors. Muslims as traders and propagandists are alongside the coasts carrying with them the stuff as well as the Islamic doctrine, which is the most suitable for the nature of humankind. Their Islamic behaviors and ethics distinguished them from other traders. Most of propagandists have used the trading as a way to connect with people and spread the Islamic religion

In 676 A.D. the king of Malaka Island was converted to Islam by a group of Muslims trader came from Jidah. He called himself as "mohammad shah" and all his people followed him. So that it was established the first state for spreading the Islam to its neighboring island. After passing half a century, Malaka became a centre for distributing Islam to its neighboring island as Bahang Island and south of

Malayo. Therefore, spreading of Islam to Malaysia is considered as a model of how people have converted to Islam smoothly and willingly. And this is the case of true Islam as has been done by Prophet Mohammad (be peace upon him) and good ancestors (god blesse them).

It's funny that Islamic Arabic traders are going firstly to the Emirs of countries and inviting them to Islam. Because of the Islamic obvious Islamic facts, traders' good model and kind biography, the kings and people do not have choice just to convert to Islam. Therefore, Malaysians have become Muslims then have transmitted it to their children and now there is Malaysia today with time progression and events acceleration; in the age of changing identities.

Fourth: the beginnings of religious education in Malaysia.

The education in Malaysia has started with the coming of Islam. The education is a resource to know the religion's principles. Malaysia is very proud of its Islamic identity and it is noticeable through Malaysia's interesting in holy Quran, Al suna, Arabic language and teaching it to their children. This education is divided into advising circles for old people, and lessons for teaching little boys by professionals in teaching. These studies are

shaped as kutab lessons until the beginnings of the twentieth century when English, India and Chinese colonialisms start to open their own schools, the natives have started to develop the education system depending on new models. Therefore, they have established Malay schools for teaching the principles of their language and some recent sciences only at an elementary level. From this stage, there are a mixture of education organizations including English, Malay, Chinese and India with different goals, systems and syllabus according to different culture.

Fifth: The most important factors in succession the public and religious education in Malaysia

After our knowledge of the starting of education in Malaysia and how it is used as method for making the people know the religion's principles. The government of Malaysia has confronted many struggles when it decides to develop the country from the education aspect.

The former Malaysian prime minister, Dr. Mahatir Mohammad made a lecture about the stature and the importance of volunteering of education by applying the Malaysian model in a workshop of international forum activities for volunteering work 2009, situated in Abha:

Although, the education in Malaysia today is supported much more by the government and by few private organizations, some schools and training centers are owned and managed by volunteering organizations during the colonialism. Though, most of the private volunteering schools are managed by evangelic corps. Its purpose is not only to provide the education but also to spread Christianity.

According to a deal with Malaysian state, it is not allowed to evangelize Muslims. Thus, the Malaysian Muslims are excluded from attending Christianity classes rather there are a very few numbers of Malaysians in those evangelic schools. On the other hand, the schools that are managed by Islamic organizations presenting only the syllabus. And even if these schools want to teach the same subjects that have been taught in secular schools, they are not able to supply the school with effective teachers. Unfortunately, these teachers who are qualified only for teaching the religious syllabus, do not have chances to be hired more than a religion teacher or an employer in religious affaire field.

Poverty:

Poverty is like an obstacle that stand in the path of volunteering education between Muslims. Few of those people and organizations are able to provide the gratis education even if a religious one. Also, the

scholarships are very occasional except for those who have been granted by colonial government for education in public schools or outside the country. In general, we can say that the volunteering work is playing a modest role in the education of Malaysia during the colonialism.

Malaysia is a country has various religions and races. While Malaysians are Muslims, Chinese and Indians are pagans and Hindus with few numbers of Christians. Those non-Muslims have the possibility to join the evangelic schools managed by Christian organization. However, some Malaysian Muslims have joined their children to these schools. They are afraid from evangelizing their children but their fears somehow is not true because during period of colonialism no one have been evangelized.

As a result, the numbers of learnt Malaysian Muslims are smaller than the numbers non-Malaysian in spite of existing English governmental schools. That is considered as disadvantage for Malaysian Muslims during colonialism period.

During colonialism period, the education was not obligatory. The primary schools, opened by government, were not capable to obtain all Malaysians. The education in these schools was free and slowly. So the graduated student worked as primary teacher or employer in offices. According to big European companies that refused to employ them

because all the work in English language which was not mastered by Malaysians.

Many of those students joined police forces or worked in hand making works or driving. There were one or two of the Chinese primary schools present secondary education. These schools belonged to chines community without any governmental support.

Independence:

In 1957, Malaysia was independent, and the sophisticated group set, who had educated in Britain universities, the education as the first of its elementariness. Then, started the going to England, Australia, newsstand and India as well as Al azhar in Egypt for providing the religious education. Then immediately, the government of independency started to send scholarship outside the country.

The main goal of scholarship is to provide Malaysian employers who have the ability to work instead of the British employers. Actually, they do it in spite of some struggles. As a result, the administration has improved.

In time, the people's inquiring for education has increased. Therefore, the government has prepared a completed education plan, provided supports for schools from primary schools until universities. In

addition, most of the scholarships are granted from the government.

The technical universities become very quickly able to suffice the markets' needs. Because of some struggles have faced the government, it is necessary to send more scholarships. Malaysians students have to learn other European languages as well as Japanese in order to be able to join the foreign universities that do not use in English language. So the government check the competency of students in these universities.

Mahateer has spoken about astonished scientific progression. And how the researchers write researches about the new discoveries by the English language and that requiring professional knowledge in this field. He adds: the problem is that the technical language, which used to write the papers, have to be understood completely by the students. According to its translation process, it needs three skills: mastering English language, Malaysian language, and having good knowledge about the translated subject. The translators should not have only knowledge about general culture but rather its scientific basics. It is difficult to find such skilled translators. Without good translation, the students, who are not mastering English, will not be able to comprehend these researching papers.

For the importance of this information, Malaysian government has decided recently to teach both science and mathematics in English language.

Bright past

I would like to remember ourselves that Muslims were the most developed people in the field of sciences, mathematics, medicine, logic ...etc. during the early centuries of Islamic civilizations. They learnt foreign languages in order to be aware of non-Arabic nations' sciences.

There were established great libraries in Islamic countries as Qortoba and Baghdad. The Europeans had to learn Arabic language in order to be aware of these sciences.

We know that Muslims today are suffering and the Islamic civilization does not have high rank as it was before. For Muslims' regressing for education, and European enthusiasm for education Arabic sciences and using the libraries which are proliferated in Islamic countries. By the help of these sciences, their civilization has progressed quickly. Also, they have made many researches and developed new sciences. The educated Malaysian know the necessity of retrieving these sciences, which they have loosen and Europeans get benefits from.

Nowadays, the concentration will be on the fields of sciences, mathematics and technology. In addition, the private universities will be specialized in these fields and the students will be encouraged to study these subjects too.

As you have seen, we are not thinking about the volunteering education in Malaysia that used to be useful and necessary in the past. In contrast, today the education becomes intensive necessity. Accordingly, the governments have to support it as being from basics. We can not wait for people to volunteer in the field of education but rather the education must be compulsory for all people and be lifelong education.

The obligation of education

The support of education organization has to be one of the government's responsibilities. And the education has not be presented by volunteers but rather by trained teacher who get good salaries. We must not ignore study our religion but still science acquiring in other fields must not be ignored too. Quran has encourages Muslims to study sciences, math and other fields. Early Muslims were equipped themselves for defense the country. For example, in the age of Prophet Mohammed (PBUH), the arms were swords, spars. In contrast, today these arms are not suitable to apply the recommendation of Quran in

preparing the equipment for defending ourselves. However, today we need for tanks, warplane, battleships, guns and bastils'rocket and other complicated weapons.

It is true that we can buy these weapons but our enemies will not seal us the weapons that will defeat them. Thus, we should search, invent, design and produce our own weapons that enable us qualitatively and quantitatively to defense ourselves against the enemy. To achieve this aim, we need to be familiar with mathematic sciences not just secular sciences. Because we use them for applying Quran's recommendations. So the acquisition of these sciences and the researching are in order to defend ourselves as mentioned in Quran.

Comprehension is the key of working

It is considered as obligation (kifaea duty). We will be sinned if we do not get the sciences that enable us to protect ourselves. In Islam there are no secular knowledge rather all kinds of knowledge including religious sciences are obligatory because of our need for them to achieve our duties toward the nation (the duty will not be done if something is not found then this thing is obligatory). If we comprehend that Islam orders us to learn, we will be readier to do that willingly. The most important is that to be ready to learn even if there is no rewarding.

There is a common concept that the volunteers must be given the money only for religious education because of their belief that the reward in the afterlife only for these activities. Therefore, paying money is exclusive for religious schools and organizations. By doing that, they do not apply the Quran's recommend by defense themselves.

One nation

Some governments of Islamic countries can pay schools to acquire the mentioned sciences. However, all Muslims belong to one nation, to one Islamic community whatever they were; Arabs, Malaysian or Africans. As long as they are Muslims, then they are brothers.

I do not like to make comparisons. Nevertheless, we know that christens pay their money for evangelic missions and schools. More than that, they are ready to go to anywhere even if it is not comfortable, not only for instructing the religious education but also for teaching other branched sciences. Moreover, all the teachers in evangelic schools are volunteers who take a risk for this volunteering work.

On the other hand, Islam does not ask us to do this kind of volunteering and sacrificing. But It is satisfied with providing the science for impoverished

Muslims in order to achieve the duty that was enforced by their religion.

The Teaching of Sacrifice

Obviously, there are many Quran's Ayat encouraging us to sacrifice for the private and general benefits. Rather sacrifice is one of the most important characteristics of Islam. Volunteering is the other meaning of sacrifice. Thus, volunteering springs from the core Islam. Therefore, there are in Malaysia this kind of volunteering organizations as Malaysian medical relief cooperative (MERCY Malaysia). When Tsunami disaster happened, Malaysian immediately set about providing the help, not only medical help but also rebuilding the damaged schools and training new teachers instead of the dead ones.

There are numerous similar volunteering organizations in several Islamic countries and between Islamic communities in the foreign languages. Regretfully, most education in these organizations concentrated on religious syllabus and elementary sciences. We want the other Muslims to volunteer to open universities in all Islamic countries and non-Islamic countries where Muslims resided. It is supposed from universities and schools to provide secular education as well as religious education, and to share the non-Muslims in that too.

The Malaysian government has established international Islamic university Malaysia where the religious education is compulsory for first stages as well as studying sciences, engineering counting and others. In addition, scholarships are available for foreigner Muslims from 90 country. And The wanted thing is to make available universities, similar to this university, provide both secular and religious educations and are managed by Islamic volunteering organizations.

Force Duty:

He talked about the need to develop volunteer work to support governments in achieving sufficiency duties ordered by Islam. He also adds: "It is true that we perform zakat, but our goals are narrow. As zakat must not only be for the benefit of those around us, but for the benefit of all Islamic societies in the world, and charity and must be seen in this perspective. This will help Muslims around the world to achieve what Allah has commanded them, and will take them out of ignorance to become a strong Islamic nation.

We should care about the mosques around the world to enable Muslims to pray, however, that alone will not be enough. We must also provide education that ultimately guarantees securing the needs of Muslims not only in the case of war but in all areas. Studies about the enemy war will strengthen the faith

of Muslims, if we are weak and poor we may lose faith and fall into the grip of terrorism and other non-Islamic practices to feed our feelings of anger. God willing, with these voluntary works in the field of education we can restore the glory of our ancient Islamic civilization.

Sixth: Science and Technology in Malaysia:

Malaysia is considered among the advanced nations in science and technology due to the availability of numerous universities and research institutes. In early (2006), Sheikh Muzaffar Shakur and three others were selected for the Angkasawan space program. This program was established after Russia's acceptance to transfer one Malaysian to the international space station as a part of purchase transaction of many billions for *Sukhawei (18) Russian fighter Su-MKM(30)* aircraft by the Malaysian Royal Air Force. The rejection of requests for arms and technology, as well as the sanctions and bans on rearming Asian countries, has prompted Malaysia to develop an indigenous domestic weapons industry in various fields. The Malaysian armed forces rely heavily on local military technology, as well as high-tech weapons systems or technologies designed and manufactured in the first and second world countries and many third world countries.

Malaysia has an advanced infrastructure in medical and emergency research and bioengineering capabilities. Biotechnology, biomedicine, and clinical research account for more than half of the country's scientific publications, and the industry has used this extensive knowledge to develop drugs, medical equipment and pharmaceuticals.

Seventh: Education ladder in Malaysia

Most children in Malaysia begin the study between ages (3-6) years, in kindergartens. Most kindergartens are run by the private sector, but some are run by the government.

Primary Education

Children start primary education at the age of seven for six years. There are two main types of primary schools: those run by the government and government aided. The schools use the chinees slang sekolah guinness kepangsan or meditation as a mean for education. Before moving to secondary education level, pupils in the sixth year must take the primary school achievement test (Ojian Pinakapayan Sekolah Rindah).

A program called Level (1) Assessment (Penelian Tahab Sato) is used to detect bright pupils and allow them to move from the third year to the fifth directly beyond the fourth year. But this program was cancelled in (2001).

Secondary Education:

Secondary education is carried out in secondary schools in Malaysia (Sekolah Menengah Kibangsan) for five years. National secondary schools use Malay as their primary education medium. The only exceptions are mathematics and science, as well as languages other than Malay, but this has come into effect since (2003), before which all non-linguistic materials were studied in Malay.

At the end of the third model, the third school year, students are evaluated in the lower secondary assessment (Rindah Penelayan Minningah).

In the final year of secondary education (model V), students attend the Malaysian Education Certificate (SIGIL PILAGARAN Malaysia), which is equivalent to the previous British level “O level.”

The oldest school in Malaysia is Penang Free School, it is the oldest school in Southeast Asia as well. The government decided to abandon the use of English in mathematics and science teaching and return to Bahasa Malaysia, starting in (2012).

The national secondary schools of Malaysia are divided into several types, namely the National Secondary Schools (Sekolah Menengah Kibangsan), the religious secondary schools (Sekolah Menengah Agama), the secondary schools of national type (Sekolah Menengah Genis Kibangsan), also referred to as mission schools, Sekolah Minningah Teknik),

boarding schools, and Mara Junior School of Science (Rindah Sains Mara Office).

Also, there are (60) independent Chinese high schools in Malaysia, where most subjects are taught in Chinese. These schools are monitored and set up by the Association of Chinese Schools in Malaysia, also known as Dong Tsong 董 总). However, unlike government schools, each school has the freedom to make its own decisions.

Studying in independent schools takes (6) years, and is divided into a new level (3 years) and a major (3 years). Students are subject to a standardized examination conducted by the Association, known as the standardized exam after the end of the first three years and another exam at the end of the advanced stage equivalent to A level. Some independent schools teach in Malay, English, and sometimes Chinese, which helps students to apply for all national exams.

As an interesting point, the Pavilion Shopping Center in Kuala Lumpur was built at the place of the Malaysian National School for Girls.

Tertiary education

Before submitting the university entrance examination program, students must complete (18) months of secondary education from model (6) and obtain a Malaysian High School Certificate (SIGIL

Tinggi Persekulahan Malaysia, STPM), which is equivalent to the British A level. Since the introduction of the university entrance examination program as an alternative to STPM in (1999), students who complete the (12) month program at the colleges of this program (College Matriculasy in the Malay) are able to enroll at local universities. Despite the application of this program, open seats for non-bumiprotra remain 10%.

Government universities include Malaya University, Sains Malaysia University, Putra Malaysia University, Malaysia University of Technology, Malaysian International Islamic University, Mara University of Technology, Utara Malaysia University, Malaysia Sarawak University, Malaysian Malacca Technical University, Tun Hussein Onn Malaysia University and University of Kibangsan Malaysia.

Private universities also gain a reputation for international standards and attract many students from around the world. Such as Multimedia University, Petronas Technological University, Tonco Abdul Rahman University and others. In addition, there are branches of four internationally recognized universities in Malaysia since (1998). These branches have similar standards as those of the original universities and produce the same certificates but with lower admission fees.

These universities are: Monash University Campus Malaysia, Curtin University Campus of Technology in Sarawak, Swinburne University Campus of Technology in Sarawak and University of Nottingham Malaysia. Students also have the option of enrolling in private higher education institutions after high school. Most of these institutes have educational links abroad, especially in the United States, the United Kingdom and Australia, allowing students to spend part of the course in those countries and obtain international qualifications.

One such example is the SEGi University, which is associated with the University of Abertai Dundee. [68] Most overseas students study in East Asia, Oceania, North America, Western Europe and the Middle East.

International Schools:

In addition to the Malaysian national curriculum, there are many international schools in Malaysia. International schools allow students to study the curriculum of other countries. These schools are primarily to meet the needs of the growing expatriates in the country.

The International schools are as follows: Australian International School in Malaysia (Australian Curriculum), Alice Smith School (British Curriculum), ELC International School (British

Curriculum), Fairview International School (British Curriculum), Garden International School, Lodge International School (British Curriculum), International School in Kuala Lumpur (International Baccalaureate and American Curriculum), Mutiara International Grammar School (British Curriculum), Japanese School in Kuala Lumpur (Japanese Curriculum), Sri Otama International School, Taipei Chinese School From Kuala Lumpur and Penang (the Taiwan curriculum), the international school in Penang (international baccalaureate and British curriculum), the French school in Kuala Lumpur (the French curriculum), the Turkish Horizon International School and others.

Eighth: Mahathir Mohammed, Leader of Modernization.

On July 10, 1925, Mahathir Mohammed was born to an average Muslim family of Malay. Mahathir studied medicine and began his political activity by joining the ruling party (Amnu). He became popular after the publication of his book "The Malay Problem" in (1970) in which he reviewed the problems of these indigenous Muslims, whose angry demonstrations filled the streets at that time.

After banning the circulation of his book, Mahathir had a great reputation, and was elected as a member of the Malaysian Parliament, then chosen as

the education minister, before he could reach the post of prime minister in (1981), to begin the Malaysian modernization drive.

In his book "A Doctor in the Prime Ministry," Mahathir Mohammed explains the principles of the administrative system followed by the Malaysian state in his reign. He says: "You have to have a good management and face corruption". In order to prevent corruption, some strict laws can be put in place, but more important is the development of a very clear administrative system that defines the range of actions that must be taken to carry out any work, the time it takes and the powers of the staff. So if the employee does not accurately perform the specified job within the specified time, it would be concluded that he is corrupt, and therefore will be held accountable and the necessary action will be taken against him.

If strict management was Mahathir's approach to his modernization project, at the same time, he laid the fundamentals for the development process. Those fundamentals, according to his book, are the removal of obstacles to foreign investment, reliance on Malaysia's own resources, the rejection of foreign borrowing and the provision of quality education for citizens.

The file of education ... the most distinguished in the time of Mahathir

Despite all of the above mentioned real efforts, the education file remains the most outstanding in the Malaysian experience. According to Mahathir Mohammed, his greatest ambition was to replicate Japan's educational experience in his country. This is why he sent the various study missions to Japan and followed their experience in linking educational plans with national goals and taking care of industrial institutes to meet the needs and shortcomings of society.

These hopes could have not been achieved without pumping huge budgets. According to Dr. Muhammad Sharif Bashir, in the book "Investing Humans in Malaysia," the Malaysian government under Mahathir Mohamad allocated a quarter of its budget for education. Many residents of Arab countries may be surprised to learn that Malaysia's spending on education is almost three times as much as its spending on the military and defense.

According to Bashir, Malaysia's education budget in (2007) was estimated at (35) billion ringgit (\$ 12 billion), while the defense and military budget stood at about 13 billion ringgit. In (2011), the education budget was (40) billion ringgit, and the defense budget was only about (14) billion. This generous expenditure on education in Malaysia has led to a

significant increase in the rate of teachers to students, reaching one teacher per (18) students in 2000.

The number of Masters and Ph.D. degrees has also increased dozens of times. While the number of graduates of one of these certificates did not exceed one hundred per year before 1985, the number of graduates in 2000 was about (2500) per year.

Nineth: Political Islam: does it become an obstacle to modernization?

Although Malaysia is a predominantly Muslim country, it has not come across the obstacles faced by most Muslim countries that have sought modernization and development and the way in which the religious file have been administered in Malaysia may have played a major role in its progress.

Since Malaysia gained independence, it is run by a multi-party coalition led by the National Organization of the Malay Union (AMNO), with a group of parties representing the Chinese and the Indians. In an attempt to bridge the problem of different races, the coalition has emphasized the secularism of the state and the guarantee of the political and cultural rights of the different communities. Under that secular outlook, Islamic legislation and laws remained limited to personal status laws that apply only to Muslims.

The government worked upon not to be exposed to the Islamic trends that have emerged in Malaysia since the sixties of the last century, preferring to pursue peaceful means and deal by coexistence and containment and keep away from the use of violence as much as possible.

According to Dr. Mohamed Fayez Farahat in his book "Civilizational Islam: The Malaysian Model," that the Malaysian students who studied in Islamic culture centers in the Middle East formed, after returning to their homeland, the first seed of political Islam groups, especially that they mixed in those countries with the Muslim brotherhood group where they learned about its literature and original books, and conveyed its ideas to Malaysia.

The Islamic Party "Bas", led by Sheikh Abdul Hadi Awang, is the most political faction belonging to political Islam in Malaysia. It is actively involved in political life and has been able to control some states, notably the state of Clinton. Although Bass often works in the opposition forces, it sometimes makes alliances with the ruling party (AMNO).

For example, the two parties agreed to pass some laws related to the application of Sharia, under which the punishment of flogging and beating with sticks would be applied in some cases of theft and abuse of others. This agreement has sparked considerable controversy in the Malaysian street, as opposition

forces fear that these laws are a preparation for the application of the provisions of beheadings and stoning in the future.

It is therefore possible to say that until now, the Islamic religiosity has not been an obstacle in the face of the Malaysian modernization process, on the contrary, the participation of the Islamic trend in politics, officially and publicly, prevented the collision with the state and helped in compatibility with the prevailing developmental line.

At the same time, many doubts have been raised recently about the possibility of radical Islamic ideas reaching Malaysia, as it was announced in last March about a number of terrorist elements belonging to ISIS organization that was planning to carry out some terrorist operations in the country. This comes at a time when studies have emerged that confirm that Malaysians make up a large proportion of the elements of ISIS coming from the region of South-East Asia, which poses great threats to Malaysia in the event of the return of these elements to its homeland in light of the huge losses of this organization in Syria and Iraq.

Tenth: The Malaysian Educational System... Quality and perfection

Malaysia embarked towards development by the establishment of a strong education system that helped it meet the needs of the skilled labor force and actively contributed to the process of economic transformation from a traditional agricultural sector to a modern industrial sector. Malaysia has achieved a steady economic growth by investing in the human element, which is considered as the wealthiest wealth possessed by nations. An economy can only grow by intensifying investment in the human sector, which has become the most important component of the productive process in an age where information and technology are the gateway to a strong economy and civil development. .

Total Quality Management is considered as a distinctive feature of modern human thought; as its application leads to a qualitative development of the work cycle in the educational institution in line with the educational and administrative updates, and keeps abreast of developments seeking to achieve excellence in all the operations carried out by the educational institution.

The total quality with all the variables taking place is a must requirement; it is in the state of a challenge to the educational institution on how to improve the outputs, so that the outputs are able to

deal with contemporary variables and the comprehensiveness of the Islamic approach and its coverage of all aspects of life, accompanied by a call to quality and perfection, so Islam is a comprehensive approach to quality and perfection in the generalities of life and its branches and details. Islam preceded mankind in calling for "quality and proficiency."

Allah the Almighty said: He] who created death and life to test you [as to] which of you is best in deed.

(Surat 67: Al-Mulk 2)

Allah the Almighty said: And speak to people good [words]

(Al-Baqarah 83)

Allah the Almighty said: And do good as Allah has done good to you.

(Al-Qasas 77)

In the speech of the Prophet, a clear call to demonstrate the quality and mastery of works, the prophet Mohammed prayer and peace be upon him says: (God loves if one of you masters his work) Narrated by Bayhaqi.

It is obvious that each country aspires to qualitative development in its educational system and excellence in the performance of business. Many factors has contributed to the qualitative

development of Malaysian public education, including the following:

First: Cultural Factor:

The Malaysian society is a multi-cultural and multi-ethnic society. This diverse culture and religions play an important role in improving the educational system in the country in several ways summarized below:

The prevailing cultural values system

The system of cultural values owed by Asian societies has played a pivotal role in the renaissance of these societies because they simply attach great importance to the values of science and work. The Asian child has instilled in it from the earliest age the principle that education and excellence in it and work and its mastery are sacred duties towards the Lord, nation, society and family.

In the sense that any negligence in work or knowledge is like a treason which perpetually disgraces its owner and makes him deserve scorn and contempt. This is how knowledge and work in Asian culture are not as means of acquiring material (and therefore personal well-being or fulfilling the requirements of life - as is the situation in the societies of the Middle East), as much as it is a duty that possesses its own sanctity. Another important Asian value is meditation and simulation, where the Asian societies encourage their children to emulate

the achievements of the other and contemplate and explore and discover their secrets and then add to it and present it in a new image as a special achievement. Hence it is not surprising that the industrial and technological renaissance in Asia began with the imitation of the Western product before the introduction of a product with a special fingerprint.

Among the Asian values that must be thought about is the value of tolerance with the other who lives on the same homeland and different in race or religion. This value has played an important role in countries such as Malaysia, Singapore and Indonesia as societies of coexistence and cooperation between their different ethnicities and religions and are away from being engaged with exclusion, violence and racist ideas at the expense of concern for building, development and renaissance.

Also, there are values of reverence for the family and respect and appreciation of the elder which resulted into two phenomena: the connection of the Asian individual to the establishment in which he works and treating it as a second family paying homage and sacrifice for it, which builds the ground for respect of the Asian citizen to the state and its laws even though he would oppose the government or the ruling party considering that the state is a

protector of its security and a sponsor of its interests and representative of its national identity.

Good investment and employment of resources

This factor is closely related to Asian cultural values because its source is simplicity and non-wastefulness, which automatically lead to increased savings rates.

Saving, as we know, is an important factor in economic development and is the result of the prevalence of the principles of simplicity, austerity, non-waste and the optimal use of available resources.

Objectivity and Political Realism

The programs, policies, plans and attitudes of Asian countries have been characterized by objectivity and pragmatism based on overcoming storms, crises and pressures by making immediate concessions for greater gains in the future.

Perhaps the best example of political objectivity is that these countries benefit from their former enemies by associating with them without sensitivity with cooperative relations and partnership rather than continuing to raise hostile slogans against them and declare a break with them forever.

Focus on education and scientific research

This aspect is considered as the most important aspect of the Asian renaissance. There is no dispute that education and investment are one of the decisive elements in determining the future of any society as

without the existence of educational institutions and a sophisticated educational system developed and renewed according to the needs of the community it would not be possible to grow cadres that are capable of implementing development programs efficiently, as a result the nation cannot escalate the stairs of progress and compete with others.

The philosophy of Asian education is based on the investment of the cultural values system prevailing in education and human development with a strong focus on the teacher and the purification and development of the curriculum from time to time and the precise alignment between the outputs of education and the needs of the stage. It also works on encouraging the private sector to invest part of its profits and resources in education and training and the return of the graduated labor force to schools from time to time in order to update their knowledge of what is emerging globally in their fields of specialization.

Second: Social factor:

During the occupation, the Malaysian society was a mixture of different elements and different races, and the colonizer was at the top of the social pyramid, while the peasants and workers representing the broad base of citizens lived in poverty, with the exception of very few traders, whereas the class of citizens could obtain only the

lower jobs because the higher jobs were limited to the English under this colonial social situation and control of the country.

Then came the independence to open the door to higher jobs for all, creating a kind of social justice and equality whether in the opportunities to enroll in education or promotion to higher positions.

The social transformation in Malaysia has affected the social needs of quality education among the ethnic groups i.e. the Malay which is mostly composed of Chinese and Indians where the needs of change in the society affected the qualitative development of education in order to meet the challenges faced by the modern Malaysian society and the need to maintain and make progress in the social development of both rural and civil areas in Malaysia. These include:

- The diversity of primary education in Malaysia as a result of ethnic diversity which made the government think of creating a distinctive education compatible with these diverse races and meet their needs with the promotion and encouragement of national values.

- The law of education stated the standardization of curricula of all the schools under the existing pluralism and focused on building the Malaysian national personality no matter of the differences among the different races, so everyone in the

Malaysian society is Malaysia itself without regard to its ethnic origins.

Third: Political Factor:

The political will of the Malaysian government is one of the factors that has an important impact on the success of educational development in Malaysia. The Governing Body provides a continuous attention to the education sector, which has provided a good support to the sector and helped in setting a framework for the continuous development of education in the country. Among the features of political influence are the following:

- The British colonial influence and the preparation of groups of citizens loyal to them which caused them to open many schools and encouraged people to join them with the incentive of granting the highest positions in the state.

- The Chinese influence: with the increase in the number of Chinese in the country, they opened the private schools to educate and raise their children and spread their culture with the Chinese language as the medium of education and the inclusion of English language in their curricula.

- The influence of the Indian immigrants to the Malay: they also opened their own schools, to teach their children the principles of literacy and numeracy

and these schools were supervised by the government.

- The existence of English colonialism once again has had a major impact on the development of education in Malaysia and many projects have emerged for educational reforms in Malaysia.

Fourth: The Economic Factor:

Since Malaysia achieved its independence in 1957, the economy has entered a major structural transformation from heavy dependence on tin mining and rubber cultivation to an industry-based economy and quality of work performance and the productivity of workers has greatly influenced the development of the education sector and the quality of knowledge.

Malaysia has set a date for 2020 to become a developed country and has already begun to do so. Currently, there is a huge annual rate of progress and the country is encouraging some industries to become the mainstay of the Malaysian economy. The economic situation has been directly reflected in education through the provision of funds to finance education where basic education services are provided free of charge. The federal government's subsidy to the education sector amounts to (20.4%) per annum of the state budget.

There are several economic factors that contributed to the development of education, including:

- The country's economy has shifted from a traditional agricultural sector to an industrial one, which made Malaysia think of creating a strong education system that will help meet the need for a skilled workforce.

- Malaysia has focused its efforts on the first Five-Year Plan and the Second Five-Year Plan for Comprehensive Development and education formed the foundation of this development in the perspective of the Malaysian government.

- The Government of Malaysia has built an ambitious plan to take Malaysia in 2020 into the information society which made it focus on the development and improvement of education and keeping pace with the time and its requirements.

- The country's need for the high-skilled workers made the government to implement education to serve the economy and to develop modern programs for the development of general and higher education in all branches and levels.

Fifth: Geographical and Environmental factor:

Malaysia is located in Southeast Asia, near the equator between latitudes (1) and (7) north and between (100 and 119) degrees east. It has a large area of land on the India-China sea route and

intermediates the distance between them. It is surrounded by the sea in most of its territory. The environmental and climatic relevance of Malaysia is an important factor in the development of education in the country. It is located in the tropical rainforest and enjoys a permanent greenery in mild climate conditions.

This weather helps and greatly supports the learning and learning environment that enhances the performance and achievement of students. Malaysia has one season a year which is a rainy / wet season during the year and the weather is balanced by cold and heat.

The regions of East Asia and the Pacific are competing intensely in defense, education and economy as the Asian tigers or developing economies are rapidly entering this region, and the challenges posed by Malaysia's neighbors have forced them to continuously improve the education sector, which is called the engine room for economic development.

Malaysia's administrative structure casts its shadow over the education system and the way it is administered is either by implementing centralization or decentralization and it followed a system that combines the two systems, where central and executive planning is decentralized and the education department is divided into several levels.

Sixth: The linguistic factor:

The language in Malaysia is the Malaysian or Malay language which is the language of education in the first stage since 1967 and is written in Latin or Arabic alphabets and contains many Arabic words. However, there are other languages and dialects used by people in different regions.

The people in Malaysia consist of different races. There are Malawis, Chinese, Indians and others. Chinese speak the dominant Chinese dialects, Indians speak Tamil, Hindustan, and others. The use of English is widely spoken in government, industry and commerce, and is mandatory in Malaysian schools. The Malaysian language has become the language of instruction in the general education stages with the survival of English as a fixed language. It is also noted that the curricula have paid great attention to multilingualism, since no language of any ethnic group has been ignored.

Seventh: The Religious Factor:

There is no doubt that the educational systems its philosophies and methods are strongly influenced by the prevailing religious systems and beliefs. If Islam, which is the official religion of the State of Malaysia, allows by its very nature the multiplicity of religions, the predominant religion among the Chinese is Buddhism and Hinduism among Indians in addition to the presence of Christian minority.

The Constitution stipulates that freedom of worship is guaranteed to all, and since Islam is the official religion of the State, the ruler of the State has its own religious authority, and in each state, there is a religious affairs council that gives its opinion to the state government.

Whereas the Islamic ceremonies, affairs and celebrations which are applied throughout the country are determined by the National Council for Islamic Affairs. One of the objectives of Malaysia's education policy was to consolidate religious affiliation and promote intellectual and behavioral attitudes based on the values of religion and cultural heritage.

Eighth: The Educational Factor:

Educational progress in the teaching and learning environment through the application of sound policies and correct strategies has also supported the growth and development of Malaysia's education system. The favor of this strong education goes to the qualified teachers, and a standard of education is maintained that improves and develops the educational system.

Results:

This study of Islamic education in Malaysia shows how much progress the country has made and that one of the main reasons for this progress is science and knowledge.

- With the concerted efforts of both the government and the people, great achievements have been achieved.

- Malaysia has become the top country of destination for the students of science, because of the quality of education and keeping with the development of science.

Religious Education in the Kingdom of Saudi Arabia

Introduction:

The roots of the educational system in the Kingdom of Saudi Arabia extend deeply in the Islamic history starting with the revelation of the Prophet (peace and blessings of Allah be upon him) in the Hira Valley. The educational renaissance started from a single foundation determined by the Islamic Shari'a to represent the general trends of the educational policy which aims at creating educational outputs with an Islamic, Arab and national identity that is open to other civilizations and interact with them impartially and without

closure according to the determinants and facts of the Arab-Islamic culture and the foundations upon which it is based, until the occurrence of events that brought to light the educational curriculum of Saudi Arabia and caused the accusation of its ideas with extremism especially after the events of Afghanistan and the first war with the Russian Federation and the operations that followed in which most of the accused were from the Saudi youth or from those graduated from the Saudi schools of religious education.

This caused the creation of big debate on religious education, which was the subject of extensive public debates campaigns after the events of September 11, 2001 which has changed the world's landmarks and the international game and the world's view of the ideology formed through religious schools and the evaluation and critical studies of education in Saudi Arabia, both modern and traditional, especially after the effects of that education on the young people who participated in the attacks of September 11, 2001.

This prompted the Bush administration to instruct its secretary of state to use public diplomacy channels, visitor exchange programs, vocational training and education reforms including those under the umbrella of the Middle East Partnership Initiative and the Greater Middle East Principles to focus on

the issue of educational reform in the Kingdom and the consequent ideological interventions.

To gain detailed access to religious education in the Kingdom of Saudi Arabia we must highlight the important aspects that have contributed positively to the advancement of Saudi religious education and lead to sanction it with advanced classifications in terms of novelty and modernity.

In this regard, the chairmanship of the Sunni Endowment Bureau, represented by Dr. Abdul Latif Al-Humim, is interested in studying the mechanisms of the educational reality of the Saudi religious schools and their stages of development and what can converge with the Iraqi reality to benefit from for the advancement of the level of religious education in the Sunni Endowment based on experiences with moderate intellectuality in the curricula and in the educational behavior of the teachers as well and the departments of religious institutes affiliated to the Department of Religious Education in the endowment.

Kingdom of Saudi Arabia

Area	2,149,690 km ²
Population	30,886,545
Currency	Saudi Riyal
Capital	Riyadh
Governance system	Absolute Monarchy
Language	Arabic

History of Education in the Saudi Arabia

The roots of the current education systems in the Kingdom extend far into Islamic history since the revelation came to the Messenger of Allah prayer and peace be upon him. The early education activities were mainly focused on mosques, schools, literacy homes and Quraan reading.

The beginning of education in Saudi Arabia officially dates back to 1344H, and before that it was limited and confined to the mosques and the so called Katateb.

Prior to the start of formal education in the Kingdom, the education witnessed three stages:

1. Traditional inherited teaching represented by the Quraan, lessons circles of the mosques and the assemblies of scholars throughout the country.

2. Government education can be called regular education in the Turkish language in Mecca and Medina.

3. Traditional education in its essence, but trying to innovate by introducing some new science in the curriculum. This type of education is represented in some of the private schools located more in the eastern and western regions of the Kingdom.

The stage of origin and establishment:

The real beginning of education in the Kingdom was in 1344 AH (1925) when the Directorate of General Knowledge was established, where the educational march which included the stages of education and its kinds began with the belief of King Abdul Aziz that development after the unification of the country cannot be achieved without education.

In 1346 AH, the Council of Knowledge was established, in cooperation with the Directorate, which established the country's first educational system to change the form of education, which relied heavily on the schools and incomplete remnants of the schools of the Turks and the Hashemites. In 1345 AH, the Saudi Scientific Institute and the Mission Preparation School were opened in 1355 AH and Dar Al Tawhid in 1364 H. The Directorate also issued a number of educational systems. In 1370 AH (1950) the General Administration of Scientific Institutes was established.

The number of schools opened during the reign of King Abdul Aziz mounted to (312) government primary schools, (14) private primary schools, (11) government secondary schools, (4) private secondary schools, one vocational school, eight institutes for the preparation of teachers, a teacher's college, a law school, six English schools and one evening school to teach typewriters.

It is noted that the prevailing feature of this stage is the establishment of the identity of the education system and the definition of its policy.

The stage of growth and spread

In 1373 AH (1953), the Directorate of Knowledge became the Ministry of Education under the reign of King Fahd bin Abdul Aziz as its first minister, forming the first organizational structure of the ministry and establishing new administrations and divisions.

And at this stage began a huge campaign to expand the opening of schools and institutes of various categories and types as the budget of this ministry has been increasing and expanding to become one of the most important ministries of the State and the most successful.

At this stage the General Presidency for Girls' Education was also established in 1380H (1960) followed by the Ministry of Higher Education in 1975 and the General Organization for Technical

Education and Vocational Training in 1400 AH (1980).

This stage was characterized by the horizontal growth of all types of education be it general or higher education, and it was characterized by the existence of specific goals set by the national development plans that have synchronized the second part of this stage.

The stage of expansion and diversity of resources:

At this stage, other ministries and government and civil authorities have begun to supervise some types of education, such as the Ministries of Defense and Aviation, Internal affairs, Health, Labor and Social Affairs, Municipal and Rural Affairs, National Guards, Post and Telephone and Foreign Affairs all of which follow the educational policy drawn by the Higher Education Committee in the Kingdom.

This stage was characterized by horizontal and vertical expansion in the opening of schools, institutes, colleges and universities specialized in all branches and in most regions of the Kingdom on several axes including Islamic religious education, public education, higher education, technical education and vocational training. Indeed, it is not possible to enumerate statistical data.

This expansion has resulted in some organizational problems that necessitated the establishment of a unified reference for these different bodies. In spite of the reference of the ministries to the Council of Ministers, coordination between all these bodies to achieve the compatibility between the development requirements of the trained workforce and the outputs of these bodies necessitated the establishment of a number of regulatory councils such as the Labor Force Council, the Higher Education Council and the Supreme Committee for Education Policy.

Accomplishments of Saudi Education:

Since its establishment in 1344 AH, the systematic religious education in Saudi Arabia has achieved great achievements throughout Saudi Arabia, which has become a source of pride and glory, these achievements include:

- Provide free education for all in all stages and types.
- Spread education throughout the country and secure all its costs for free.
- The increase in the enrollment rate in primary school to 99% of the target group.
- Achieving gender equality in the available educational opportunities.
- Low illiteracy among men and women.

These were accompanied by other achievements related to curriculum development, adoption of policies to assess students' learning, focusing on basic competencies, and expansion of school buildings equipped with state-of-the-art technology, and not only limit the education in mosques and kateptics, and improvement of the procedures for the selection of teachers, their employment, and improvement of their careers.

While these achievements are important, there are a host of contemporary challenges, including the globalization of ideas and knowledge, as well as the hijacking of religious education, the global competition that forced countries to maintain strong economies, the knowledge revolution that changed the type of skills required in the labor market, and the inclusion of the knowledge economy within the traditional circulation and traditional economies, which required a new vision of what should be the educational system in Saudi Arabia, and the school that can achieve this, and a vision about the functions of the Ministry and the departments of Education which are as follows:

First: The Knowledge Directorate:

The emergence of the first education system in Saudi Arabia was the creation of the Directorate of

Knowledge in 1343 AH and was the laying of the cornerstone of the education system for boys.

The Directorate General of Knowledge was established in Makkah in 1344 AH to supervise the education in the Kingdom at various stages and levels, follow up its steps and developments, and develop its policies and directions.

This stage was full of commitment, achievements and reform experiments conducted by King Abdul Aziz in the field of education and was administratively following the Ministry of the Internal affairs (as they feel the seriousness of education)

In its early stages, the directorate moved to the organization of education and issued several regulations that contributed to the first renaissance of education, where the system of teaching in the Holy Mosque was established in 1345 AH. Then it issued a decree to form the Knowledge Council. It also set up a monitoring body for teaching at the Haram in 1347 AH. In 1347 AH, the school system was established which is the first system of education in the Kingdom of Saudi Arabia. The establishment of this system formed a new page in the history of the development of education in this country and made a strong motivation to accelerate the scientific progress as it was not long before the network of schools spread throughout the country

and all stages of education and its branches were organized. As the Kingdom of Saudi Arabia expanded the powers of the Directorate of Knowledge and its function was no longer limited to supervision of education in the Hijaz, but included supervision of all education affairs in the whole Kingdom.

Second: The Knowledge Council:

The aim of its establishment in 1346AH was to supervise the implementation of the entire educational policy, the organization of the educational stages, and the development of an educational system that supervises education in the Hijaz region and as an endeavor to make the primary education compulsory and free.

This council was considered as the highest educational authority in the Kingdom of Saudi Arabia with its decisive powers.

Among the principles established by the Knowledge Council are the following:

- Unification of education in Hijaz, and striving to make the primary education compulsory and free.
- Education consists of four stages: preparatory, primary, secondary and higher stages.

Noting that the Directorate of Knowledge remained particularly supervising the education in Hijaz, and the creation of a comprehensive system of education could not be achieved until the unification of the Kingdom of Saudi Arabia, on the third of jamadaa al'uwlaa 1351 AH.

The modern education in the Kingdom of Saudi Arabia during the reign of King Abdul Aziz passed in two main stages:

First: Pre-World War II:

The pace of education in this stage was slow due to the economic conditions experienced by the country at that time and the inability to provide the needs of education and its physical and technical requirements.

Second: Post-World War II

It starts from the end of that war in 1365AH until the death of King Abdul Aziz in 1373AH, it is the stage where education flourished and walked in a steady pace following the economic boom witnessed by the Kingdom with the discovery of oil, and the funds of the state treasury spent by the state to educate them generously.

Third: Ministry of Knowledge:

The Ministry of Knowledge was established in 1373H (1954) and was an extension and development of the Directorate of Knowledge.

It was entrusted with the planning and supervision of general education for boys in its three stages (primary, intermediate and secondary). King Fahd was its first minister. Its headquarters was in Mecca since its establishment until the third month of 1376 AH when it moved to the city of Riyadh. The purpose of its establishment was to develop the formal and non-formal education institutions at its different stages, types, specialties and activities, in addition to the interest in general education for boys and teachers' institutes and technical institutes.

It also supervised the universities until the establishment of the Ministry of Higher Education in 1395. Then the General Organization for Technical Education and Vocational Training and all sectors of education except military education was established in 1400AH. The first minister of knowledge at that time was his Royal Highness Prince Fahd bin Abdul Aziz, where he made education and its institutions one of his first concerns.

There is no doubt that changing the name refers to a change in the ministry's direction towards paying more attention to the educational dimension

represented by caring for the student as a whole i.e. his cognitive aspects, skills aspects and emotional aspects.

General Presidency for Girls Education:

It was established in 1380 AH and supervised the education of girls and institutes of teachers, intermediate schools and colleges of education, literature and social service and continued on this until it was merged with the ministry.

The Government of the Kingdom of Saudi Arabia has been concerned about the education of girls since its unification. It placed the controls and provisions that contribute to the education of all necessary things in a girl's life including the issues of her society and religion in such a way that suits her nature and consistent with the objectives of Islamic sharia in addition to the knowledge and science that makes her aware of the reality and enable her to contribute to the development.

Forms of education

One of the first concerns of King Abdulaziz after the annexation of Hijaz in 1344 AH / 1925 AD, was to take care of the movement of thought and moderate religious education, and to take care of knowledge seekers, and ordered the establishment of the first general directorate of knowledge that

established schools in the regions of the Kingdom, prepared them, and equipped them with teachers from inside and outside the country, and one of the first institutes that he was responsible for its establishment were The Saudi Scientific Institute in Makkah in 1345 AH / 1926 and The mission preparation school in Makkah in 1355 AH / 1936 AD and Dar al Tawhid in Taif in 1368 AH, and the spread of scientific institutes in major cities in the country and the establishment of schools in different regions.

In 1369 AH King Abdulaziz ordered the establishment of the Faculty of Sharia in Mecca to become the first educational university in the country. The establishment of colleges and universities continued, a college for teachers in Mecca was also opened in 1372 AH, and King Saud University in Riyadh in 1277 AH which was the first university of today's twenty-four universities.

At the beginning of the Saudi era, the study was divided into two stages, a preparatory stage of 3 years, a primary stage of 4 years, and in 1361 AH, they were combined in a single stage called as the primary stage which is of period of 6 years.

Educational ladder

The educational ladder until 1362 AH consisted of three preparatory years, four elementary years

and four secondary years. Then a year of guidance was added so that the student completed twelve years of study during the course of his studies following which the student enters the college.

In 1362 AH, the number of years of the primary stage was changed to six years by combining the preparatory stage with the primary stage and the last year included the intermediate stage.

The secondary stage was divided into two preparatory and secondary stages, each of three years. The educational ladder was then modified in the Kingdom and the stages of education became as follows:

- Kindergarten stage: the period of study is three years before the age of six, including kindergarten and pre-school.

- Primary level: The duration of the study is six years and is a general stage in which children over the age of six are enrolled to obtain their primary school certificate.

The Intermediate level: The duration of the study is three years and the student must complete the primary studies to enroll in this stage. This stage includes the modern intermediate schools, which are day schools that the Ministry of Education aims to experiment with the introduction of professional culture and practical application.

The Secondary stage: The duration of study is three years after the completion of the intermediate efficiency.

Future vision

The future vision of the student-centered national education system aims to prepare citizens that adhere to the Islamic faith, values and ethics, enjoys the study, scientifically accomplishing, knowledge producer, lifelong learner, positively dealing with the society and the world with sound thought and integrated personality.

This learner learns in the "School of the Future", which puts the learner at the focus of its attention, and is keen to have high quality education, attractive and encouraging to learn that is stimulating for creativity with effective leadership and qualified teachers, and this school is socially responsible.

The educational administration that supervises this school provides learning opportunities for all and leads the development in its educational area and enables schools to achieve quality and implements an integrated system of evaluation and accounting and stimulates innovation and creativity and participation of the community.

There are many initiatives that have contributed effectively to promote the religious education and the most important of it are:

First: the initiative of assessment of education through the establishment of the Education Assessment Board:

The Council of Ministers, in its session held on 23/10/1433, approved the establishment of a public body for the evaluation of education, which enjoys administrative and financial independence. Its headquarters shall be in Riyadh. The body is temporarily linked to the Prime Minister and the President of the Supreme Council of Education when it was established.

The body is one of the initiatives of the Ministry that aims to identify the performance of the educational institutions and works on improving the overall performance through the study of weaknesses and strength and propose opportunities for improvement. Independence is the most important feature of this body.

The body exercises a number of missions, the most important of which are:

- Establishing a system for evaluating and monitoring the implementation of quality standards in public education.

- Building advanced standards for the stages of education used to measure the efficiency of

performance in public and private schools, and adopt them periodically according to the standards of the Commission.

- Building the standards of educational curricula and determining what the student should know at each stage.

- Setting standards for the education profession, and regulation of teachers' licenses.

- Conducting the national tests.

Second: Initiatives directed at teachers:

New Teachers:

- To raise the quality of the teacher's preparation through coordination with the Saudi high schools about the study plans and admission criteria of students in the qualified departments and the formation of a permanent committee to coordinate with the Ministry of Education.

- The new teachers were selected through cooperation with the National Center for Measurement and will be implemented to the teachers soon.

- About a quarter of a million teachers and administrators have been appointed over the past four years, which are unprecedented achievements.

- Accelerating the recruitment of teachers and teachers so as to prevent confusion at the beginning of the year.

- Implementation of the new teacher project to train them and prepare them to work in schools.

Teachers on the job

- The transfer of all female teachers upon their request to the places of their first preference.
- Handling the status of Master degree holders by improving their levels and standards according to the required.
- To address the disparity in salaries of teachers who are officially appointed at the educational levels in one year and according to one academic qualification.
- Handling the problem of difference in the salaries of educators and non-educators.
- Addressing the needs of recently graduated teachers.
- Addressing the needs of graduates of post-university special education diploma by granting them the required levels.
- Addressing the needs of laboratory preparators who hold a university degree and are on the job.
- Raising the scientific qualifications of teachers.
- Raise a new list of educational posts including teachers' grades.
- Teacher training through a development project.
- Setting a minimum wage for teachers in private schools.

Other initiatives:

- Launching an annual excellence award aimed at honoring teachers, school principals, mentors and educational supervisors.
- An automated and transparent system for the movement of teachers has been developed.
- An advisory council for teachers has been formed in each educational department to involve them in decision-making.

Third: Curricula Initiative:

- The new curriculum for mathematics, analytical, logical and computer sciences have been applied in all stages and schools.
- The curriculum of the comprehensive project for both the primary and intermediate stages was implemented in all schools.
- The English has been introduced with modern curriculum starting from Grade 4, and all classes and all schools will be covered soon.
- The application of the system of courses in secondary education has been expanded.
- Large numbers of teachers and supervisors were trained on the new curriculum.
- Special education curricula are being currently developed.
- Computer curricula are being currently developed.

- Preparing to begin the transfer of curriculum development to Tatweer for educational services, while keeping the necessary roles in the ministry.

Fourth: School Premises:

- The receipt of (3,200) projects during the last four years at the rate of (3.3) schools per day benefiting more than one and a half million students which is equivalent to (30%) of the total students.

- The rental buildings were reduced to (22%) at the level of the Kingdom down from (41%) in 1430H, and (2,669) rented buildings were removed of which (806) were low quality buildings.

- Construction of more than (1,800) lounges and grassy playgrounds over the last four years.

- Development of new mechanisms to reduce project failure that resulted in the end of stumbling nearly (60%) of the projects with the establishment of a unified mechanism to control the quality of projects.

- Initiate the development of new school designs with the participation of a global consultant.

- Starting the use of new and fast building systems to cover the urgent need of small school buildings.

- Granting more powers to the departments of education to reduce centrality with ways that ensure the speed of achievement and raise the level of performance and improve work to achieve the strategies and directions of the ministry.

Fifth: School Transport:

- Supporting the operation of school transport for female students in all the regions of the Kingdom and its governorates to the private sector.
- Providing school transportation service to about (631) thousand students (25% of the total female students of general education).

Sixth: Information technology initiatives and electronic transactions:

The Ministry is implementing a large electronic transformation initiative aimed at increasing efficiency and providing easy and accessible services to teachers, employees, students and their parents from anywhere and at any time.

The most prominent projects of information technology and electronic transactions:

1. Noor Educational Management System:

- Providing approximately (2,700) educational services to more than (10) million citizens and residents.
- The largest system in the region in terms of number of operations and user functions, about (56%) of the project has been completed.

2. Fares project for financial, administrative and human resources:

- The largest system of its kind in the world that was adopted in 2009 in terms of number of users.

- Provides direct electronic services to more than half of the civil servants registered in the Ministry of Civil Service, about (17%) of the state budget, and about (20%) of the orders of exchange and payment in the state.

- The first set of financial, budgetary and supply chain services has been launched and is being disseminated to all the departments of education.

- The salaries were issued to all employees of the ministry from the system (651 thousand employees and teachers from the system), which solved many of the problems faced in the past.

- The second phase of the project is being implemented.

3. Educational Map Project:

- A data-centric system for all school buildings, providing various functions for the district, the city, and the neighborhood.

- Representing about (33,000) school sites in one map.

- Query service for the student`s guardians and teachers to know the school sites on the map.

- The service of connecting with the Saudi Red Crescent and Civil Defense Authority. (Ambulance of emergency cases through the coordinates of the schools).

Seventh: Initiatives for students:

A) Neighborhood clubs:

- Investment of school facilities with good and complete infrastructures and developing them to form clubs for boys and girls in which the children of the neighborhood exercise their hobbies, sports, social, cultural and artistic activities in such a way that is consistent with our religion and our legal constants.

- The Ministry has started to implement a plan to establish (1000) clubs within 3 years through the establishment of schools that are considered as the headquarters of these neighborhoods.

- More than (50) clubs were opened, (114) were accredited and (426) were nominated in all departments of education.

- The clubs will provide additional activities, training activities and evening courses that support the skills and learning of students.

B) Scientific Centers:

- Establishment of scientific centers according to modern designs that will provide incubation of scientific talents and creativity.

- The total number of these centers is (14) centers, (6) were approved for the first phase in Jazan, Madinah, Al-Ahsa, Onaiza, Asir and Hail.

The challenges faced by the religious education in Saudi:

The challenges facing the education in Saudi Arabia lie under three main themes (globalization, competitiveness and knowledge revolution).

The objectives are as follows:

- Providing high quality educational services, taking into account the geographic extent of the Kingdom and the dispersion of population groups.
- Facing the high population growth
- Achieving balance and maintaining the identity of the society and its culture and openness to the world and the variables of the twenty-first century.
- Raising the cultural awareness of the community to be integrated with the facts of the day positively.
- Strengthening the role of the Kingdom to be a pioneer of knowledge and science in the Arab and Islamic world.
- Enhancing the spirit of citizenship among members of society.
- To qualify the Saudis with the skills necessary for the labor market in order to increase their employment opportunities in the private sector.
- Achieving knowledge economy and its diversity.

The most prominent starting points of the current development process:

- Education aims to instill the Islamic faith in the hearts of young people and impart knowledge and skills and prepare them to be useful members in the construction of their community, lovers of their homeland and proud of its history«

- To consider General education as the nation's first wealth and it is the main tool for the development of all life's paths and support catching up with developed countries and to transform into a knowledgeable society.

- Teacher is the base of every educational mission, which is why it is essential to professionalize a high proportion of effort in the progress of general knowledge of the teacher (preparing them, examining them, training them, motivating and evaluating them, and increasing their loyalty in the profession)

- The school is the first starting point for development, and the student is the focus of the educational process, and it is necessary to pay attention to his scientific achievements, his health, his behavior, improving his character, developing his skills and fostering his creativity.

- Restructuring the public education sector to become decentralized, active and organized through an integrative system, in which the legislative,

planning, organizational, executive and supervisory roles are clear.

The problem of religious and public education in the Kingdom of Saudi Arabia:

Director of the University of Yamamah in Riyadh, Dr. Ahmed Al-Issa, published a book entitled "Reforming Education in Saudi Arabia between the Absence of the Political Vision and the Perception of Religious Culture and the incapableness of Educational Administration." The intellectual tendency is not concealed from the title of the book, nor is the ideological reaction. This is because if the teacher is isolated from active participation in the reforms of decision-making and in that which calms him and in that which gives him responsibility for what he says, he will resort involuntarily to the war of slogans and intellectual polemics and the society will lose its scientifically elegant elite; because these elites are according to their specialties and tendencies; every other elite provokes the other, looking for a place in the public's hearts and the official's minds, and thus the reform will be lost.

Dr. Al-Issa stated in the first pages of the book that this book is intellectual, and said: "I write in an emotional language emanating from the heart, sincere and honest in initiation although I may wrap it with a pessimistic view that clashes with reality."

He described his views as "It is not very concerned with the criteria of history or geography or numbers or that which is relevant to the accuracy of prior statistics, it is but a book that carries a lot of revelation, complaints and criticism which may seem harsh most of the time. In fact it is a book that puts an end to what some may see holy, final, constant and cannot be developed".

The book offers insights into educational reforms, seeking causes and suggesting solutions, but it involves settling of accounts with those called "radical Islamists", as it showed them as a major obstacle to the reforms of education and attributed most of the problems in the field of education to them.

And through what has been mentioned by specialists, we draw the most important problems in the educational reforms in Saudi Arabia as follows:

1. The scattering of schools which increase year after year does not achieve the desired reforms, this horizontal propagation is not accompanied by a real development in educational thought and this indicates the loss of the true identity of educational thoughts, in the light of the general cultural crisis witnessed by the Saudi intellectual arena during the last three decades between the currents that claims (authenticity) and seeks with all the authority that it owns to adhere to the

extreme religious identity in the country, and the trends that call for (modernity), which seeks more external openness, and greater participation with the world, and to eliminate the illusional heritage restrictions, and harsh criticism of some so-called religious constants. The educational system has become one of the arenas of conflicts for authority which seeks more external openness and greater participation with the world and to eliminate the illusional heritage restrictions and provide harsh criticism of what is so-called religious constants.

A big conflict has arisen over the future of the younger generation, the mind, attitudes and affiliations not only through official curricula; but through "hidden curricula" adopted by some of the leading teachers, which are becoming more attractive to young youth and more preoccupied with young minds compared to dismal official activities.

2. The educational policy in the Kingdom of Saudi Arabia adopted by those who want to promote the religious and public education in Saudi Arabia is old and does not meet the needs of today's educational reality. It expresses the policy of a nation that is afraid to its religion, heritage and values. It ties up the educational system by a single political ideological vision.

3. The curriculum is the most dangerous thing in religious education. The lack of knowledge of what the curriculum is and what is expected of it and how it is activated is one of the most important reasons for the tardiness of our education (the curriculum represents the processes that take place in the learning stage, which aims to reach a single result, namely, to enable the student to acquire knowledge, skill, and ability to think and to learn. And the analysis of each subject of the study), then the curriculum is not the book that has two pages printed several years ago and changed by the history of the Hijri year only!

4. The textbook carries the character of holiness in the educational institutions, which is similar to the educational supervision of the educational police, which presents the curriculum to the students, and make sure that the students received it, and the preparation demanded by the teacher is the same as the preparation of the educational police.

5. It is regrettable to compare curricula when they are developed with the curricula in previous years, and not to compare it with other educational systems in other countries.

6. It is unfortunate to use the traditional method of measurement based on the tests, which the student easily forgets then.

7. The teacher suffers from the power of the science of Sharia which is plenty, and that has a kind of seriousness because the religion is not supposed to be limited by science of Sharia known now and it is unharmed to develop additional and modern sciences to enrich the student's knowledge.

Our Vision in the Saudi Religious Education issues and Transformation Factors:

We must note that religious education has directly affected by what we call the abduction of moderate religious education, through the use of politics by Mohamed Abdel Wahab to spread his doctrine, through the political support of the sheikhs, and he supports them in exchange for allowing him to spread his doctrine, and this is undoubtedly an abduction and exploitation of the reality of Islamic religious education and deviation from its moderate, which later on proved to be facts by moderate Sufism and moderate religious schools, which historically proved its integrity and intellectual independence, where The religious schools that followed the approach of Al-Asha'ra and Al-Matadora have a religious and cultural depth in the graduating of

generations, and this was achieved by the emergence of Salah al-Din Ayyubi and other liberating leaders . This was the turning point that create a kind of issues, intellectual disagreement and the deviation of the formulation of the educational curriculum after the time of Wahhabism, where the hostility turned from hostility with the others like disbelievers, anti-Islam and others who consider Islam a religion of evil and violence, to hostility among the Islamic schools themselves, in relation to doctrine, school, jurisprudence or thoughts as happened with Al-Asha'ra and Al-Matadora. This is because of Al-Wahhabist doctrine has gone far away from the religious identity of Islam, it is one of the general identities that contain many sub-identities. According to Al-Wahhab vision, Mohammad abd Alwahab diminished the public identity and its fragmentation through the inflection of doctrinal and amplified the sub-identities to replace the mother's identities. This would re-formulate the intellectual map of religious education and the foundations of its curricula, the public and private objectives of its graduates.

The problematic approach between Saudi religious education and religious education in the Iraqi Sunni Endowment

If we want to summarize the most important problems that we found in the reality of religious education, by comparing the Sunni Endowment with the results approached from the reality of the Saudi education, we come up with three main factors which led to the deterioration of our religious education:

- Absence of political vision and creative management
- Concerns of religious culture from educational reform projects.
- The inability of the central administration to change the bureaucracy of reform.

Each of these factors needs long pages to analyze and discuss:

The first factor: the higher leadership is serious about reforming education, and they are convinced of the weak outputs, and all what they get from the educational supervising committee is chained by cultural and administrative issues which make them unable to create a creative vision of the future.

The second factor: the religious culture represented by the institutional administrations is

concerned of religion globalization. And when we say culture, here we mean that all those who struggle for the continuation of religious education and not to be penetrated by the advocates of modernity and Westernization, by stating that we do not mean that all the religious people are the reason of tardiness and regression in all fields! I know that there are some of people disagree the idea of renewal and change in all fields. Education is only one of them. We are confident that those who work in the Islamic field want people to innovate, develop and promote education. They are serious and good people, they know what to say and what they want unless we were talking about an old history where people were afraid of the unknown and the new, all of them without exception.

The third factor: is the inability of the central administration to diagnose the errors and failure in reducing the level of educational outputs and the maldistribution of decision authority in the education departments spread in Iraq which are subordinated to the Sunni Endowment. This opinion may be sufficient to correct some of the errors in the education process. And give a place to those who are professionals in the field of education, but this alone is not enough to promote a comprehensive renaissance in education.

Reform strategy of religious education in Al-Sunni Endowment depending on the experience of teaching in the Kingdom of Saudi Arabia:

1. Establishing a council for the reform of religious and public education in Al- Imam Al-A'dhm University College or the Supreme Council of Education Policy, whereas the council is responsible for putting the general police of education in Saudi Arabia.

2. Proposing the establishment of a supervisory and evaluation system in public and religious education institutions in Al-Sunni Endowment, its task is the evaluation of the educational process in these two institutions, the same as the system of the Ministry of Higher Education that monitoring the quality standards in public education.

3. Taking care of the moral aspect of the student in religious education schools and to remove this inferior view of its graduates and to merge them into society to become effective element in it by connecting the community with the institutions of religious education through the establishment of social activities adopted by students of religious education like: (football competitions, tennis, and sports, etc..).

4. Holding annual competitions at schools for the first student in Iraq and for those who memorize the holly Qura'n.

5. Benefiting from the competencies and higher degrees holders in teaching at religious schools and work along with the Ministry of Education in terms of scientific curricula (exclusively) or teaching staff and training courses.

6. Creating an annual award for the best teacher in religious education as well as the first school in terms of success rate, creative production, administrative work, organizational and entertaining for the students.

7. Considering the possibility of using syllabus rather than the annual system.

8. Keeping the reform of religious education away from political sectarian because the whole thing is about renewing the education as a whole depending on no person, ideology or party, and not to link the idea of reform with intellectual struggle as if it is a personal crisis.

9. The involvement of Muslim woman in all what we have mentioned earlier if she is an administrative officer or educational teacher or student because of her important role in the educational system.

10. To be open on others and hearing advice, suggestions and proposal provided by the staff of religious education institutions.

11. Liberation of the religious education after being abducted by extremist groups and bring it back

to the banks of moderate Islam away from systematic ideologies, deviant ideas and radical schools.

12. Building advanced standards for the stages of education used to measure the efficiency of performance in public and private schools, and adopt them periodically according to the standards of the educational Commission.

13. Setting the standards of the education profession, organizing the licenses for teachers, and give them courses and tests.

14. Giving a care to the selection of sites for Islamic schools because sites have a motivation value and encouraging the economic and entertainment opportunistic promotion of the school and Endowment.

15. Work on finding a model schools in which, supporting factors, educational methods and modern labs are available, that provide a solid payments.

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Reforming the Islamic Education in Pakistan (Taliban)

Introduction

The students of religious schools who learned Sharia in Pakistan were known as "Taliban" an Afghan word which means students, and there are two terrorist movements known as "Taliban" which represent the main incubators of terrorism and violence in Afghanistan since 1993 and in Pakistan since 2007. These two movements graduate a great number of students, that's why reforming religious

education is not matter of an intellectual luxury, but a necessity dictated by the developments, as imposed by challenges.

This research deals with the religious reform that took place in religious schools in Pakistan (without referring to the political movements that organized under the name of the Taliban). The research deals with Islamic education in Pakistan and the role of the International Islamic University in Pakistan in spreading the teachings of Islam and graduating teachers, preachers and judges, And presented the obstacles that faced the process of reforming the religious education and knowledge of the ways in which the reform of Islamic education in Pakistan and taking into account the ways in which these schools to eliminate illiteracy, which is very widespread within Islamic society, especially the poor class.

Brief History of the Republic of Pakistan

Pakistan means " pure land or clear" or officially (The Islamic Republic of Pakistan) is a sovereign State of South Asia with a population of more than 191 million, the sixth country in terms of population with an area of 79,695 km² (30,737 square miles), the State Pakistan has 1046 kilometers (650 miles) of coastline along with the Arabian Sea and the Gulf of

Oman in the south, bordered by India to the east, Afghanistan to the west, Iran to the southwest, and China to the far northeast, respectively. A narrow corridor separates it from Tajikistan, and Afghanistan is in the north, and it shares border also with Oman.

The land that now forms Pakistan was home to many ancient civilizations, including the Neolithic and the Bronze Age of the Indus Valley civilization, and was later the home of the kingdoms ruled by followers of various religions and cultures, including Hindu, Greek, Muslim, Turku-Mongol Afghans and Sikhs. Moreover, the region was ruled by many empires, including the Indian Empire Maori, the Persian Empire of Akkadian and Alexander the Macedonian, the Arab Uma'way Caliphate, the Mongol Empire and the Empire of the Sikh Empire and the British Empire. As a result of the movement of Pakistan led by Muhammad Ali Jinnah and the struggle for independence, Pakistan was created in 1947 as an independent Muslim consist of the regions in the east and west of the Indian subcontinent where Muslim was the majority. Initially, Pakistan adopted a new constitution in 1956, becoming an Islamic republic. The civil war in 1971 led to the break-up of East Pakistan as the new country of Bangladesh

Pakistan is a federal parliamentary republic composed of four regions that govern in a federal way, and it is ethnically and linguistically diversified, with a similar difference in geography and wildlife. Pakistan has the seventh largest armed force in the world, a nuclear power as well as a state with declared nuclear weapons, the only country in the Islamic world that owns it, and the second in South Asia. It has a semi-industrial economy with well-integrated agriculture sector, its economy is the world's 26 largest in terms of purchasing power and 45 largest in terms of local production, it is also characterized by emerging economies and major growth of the world.

The post-independence history of Pakistan has been marked by periods of military rule, political instability and conflicts with neighboring India. The country continues to face difficult problems, including overcrowding, terrorism, poverty, illiteracy and corruption. Despite these factors, Pakistan ranks 16th in the 2012 of being the happiest planet, finally Pakistan is a member of the United Nations and the League of Nations.

The History of Islamic Education

The idea of establishing religious schools emerged in the days of British colonization (1858-1947) of the Indian subcontinent after the British spread Western education on one hand and promoted the role of non-Muslims in society on the other. This prompted some religious scholars to move towards establishing this type of schools in the context of preserving the Islamic identity among the millions of Hindus, Christians and Buddhists who settle in South Asia.

The scientists of the Indian Subcontinent established their first school in Deoband, north of the Indian capital of New Delhi in 1867, and called it Dar Al Uloom Deoband, in relation to the area where it was established, in order to preserve the identity and religious culture. To face the movement of westernization which imposed its culture and language in the region, as an alternative to culture and religious education, and through the house of Science, thousands of schools scattered in the Indian subcontinent.

In this scenario, many schools spread which belongs to the Bariloy, and closest to Sufism, as well as the Jemaah Islamiah schools that closest to the ideology of the Muslim Brotherhood, and the schools

of Salafist known as Ahl al-Hadith schools, as well as Shi'a schools, which make up approximately 8% of the population .

The University and Religious Schools Department has been expanded because they are simple and inexpensive, for A religious school can be established, and official recognition is obtained from the Ministry of Education at any corner at the mosque, humble rooms of the mosque, which has contributed in increasing it in numbers, which facilitated its continuation and stability. According to the statements of those who establish them, these schools are adapted to the available potential, atmosphere and economic conditions or political, especially since the majority of these schools rely on the civil assistance provided by sympathetic people in addition to the money gathered from Al-Zakat and charity, then these kind of schools have spread across the Indian subcontinent, especially in the north-east where the Muslim are the majority, the areas later became known after the separation as Pakistan. These schools have developed into organized schools in Pakistan Since its separation from India in 1947, and has a great respect by the successive governments that ruled the country, and most of them were registered and officially recognized by the government, especially the last one, has hundreds of thousands of students and teach them for free, in

addition to provide them with food, drink and a place to live.

The Association of Islamic Scholars in Pakistan has played a big role in establishing these schools and there are some Commission that monitor the religious schools, and organize their curricula, and they are;

1. Pakistan Diobandi Al- Salafist institution Schools.
2. Pakistan Religion institution schools of Ahl al-Hadeeth.
3. Association of Pakistan Religious Schools, Islamic Group.
4. Organization of Arabic Schools.
5. Al-Shia' institutions schools of Pakistan Shia'.

The Preparation of schools:

On the eve of Pakistan's independence six decades ago, the total number of religious schools did not exceed 300, but this number has doubled year by year, according to Pakistani government sources, to more than 13,000 schools spread across Pakistan's four provinces. 1.2 million students mostly from the poor class. Often it is noteworthy that the majority of Pakistani mosques contain between their walls religious schools supervised and administered by the

imam of the mosque. The religious schools graduated millions of students specializing in Islamic sciences, who played an important role in keeping Pakistan conservative, and the graduates of these schools spread in government departments and ministries, Educational institutions, and played an important role in all fields.

Curriculum and the quality of study:

The study in religious schools is divided into two parts: the first is the study of Al-Sharia' sciences which awarded four certificates, namely; the high secondary, special secondary, the high and international, that is equal to the master's degree. These schools are related to a commission called "Agreement of Schools" these schools depends on what is called yellow books or old books, whether in the jurisprudence or exegesis or Hadith or other that adopt the Hanafi doctrine. The second section specialized in the memorization of the Qura'n, as religious schools graduated about 100 memorizers of the Qura'n every year, and the study in these schools extend 10 hours per-day.

The stages of religious education:

The official name of the religious school in Pakistan is " University". One of the most famous religious universities in the country is the unique university in the capital, Islamabad, which follows

the administration of the Red Mosque, the Punjab University in Karachi, the Haqqani University in Peshawar and the Ashrafieh University in Lahore.

The system of grades in religious schools is somehow different from the system of public universities and schools, despite the equivalence of their certificates with the Ministry of Education and with government and private certificates. These grades are:

1. Primary stage; Five years, starting from the first to the fifth grade, and the student is not strictly restricted by his age to join the school.

2. Intermediate stage: three years after the primary to eighth grade.

3. High School: two years after the intermediate stage to the tenth grade.

4. Private Secondary: Two years after high school to the twelfth grade.

5. High Stage: two-year which is equivalent to bachelor's degree.

6. International Stage: two-year which is equivalent to master's degree in Arabic and Islamic sciences (Adnan, Nadia, 2009). The student studies for 16 years in the school since his first admission until he graduates from it and obtains the universal certificate granted by the religious schools' unions.

The student goes through the following stages of study;

NO	STAGE	PERIOD	EQUAL TO
1	Primary stage	5 YEARS	Primary
2	Intermediate stage	4 YEARS	Intermediate
3	High School	2 YEARS	High School
4	Private Secondary	2 YEARS	High School
5	High Stage	2 YEARS	Bachelor
6	International Stage	2 YEARS	Master (Abdelbagi, p. 66)

The role of the mosque in Islamic education in Pakistan:

The mosques in the Indian subcontinent were not only limited to worship and prayers, but had a great role in education. Education there consisted of groups that teach Qur'an or various religious books. They usually included Fiqh, Hadith, Tawheed, philosophy, logic, grammar and morphology), until it was then turned to establish private classrooms attached to the mosque, in addition to the previous groups mentioned earlier, and this was a major transformation that continues to extend till this day. It seems that Islamic awakening

led to the increasing number of religious schools in Pakistan.

The reasons of spreading a large number of religious schools were as follow:

1. The spread of Islamic awakening:

The Islamic awakening continued throughout this period in various parts of the world, until Islam became a popular demand and is no longer confined to a certain class of people. On the other hand, people felt the dangers of Western attitudes towards Muslims and their cases. As result people realized that religion is the solution, and they all asked for learning even the children of rich people went to study in religious schools, although their percentage is small, but today everything has changed.

2. The importance of education:

There is no doubt that Pakistani society is a poor society, a large of its population live under the poverty line. Despite the poverty, there has been a growing sense of education in recent years. People are asking for it, but they have found modern education beyond their reach; and they have found that religious schools provide free educational opportunities. Also, some schools provide accommodation, food and dress for students,

increasing the demand for religious instruction or religious schools.

The battle of reforming education of Islamic schools in Pakistan:

The Pakistani authorities are engaged in a fierce battle in an attempt to impose their control and authority over the supervision of religious schools, and the reasons for reform of religious education are:

1. These schools are a backward system in relation to the Pakistani education system. There are 1.7 million regular students in the religious education system in more than 12,000 schools, and they do not want the authorities to control their schools, system and curricula.

2. Religious schools in Pakistan, dating from about 500 years, play a great social and economic role for their students, in addition to their educational role. According to the religious school system, students live in school accommodation, where they eat, provide financial assistance, and great moral support, which in short is a life system, not just a means of education.

3. The education which they receive depends on educational programs prepared in the 18th century during Indian colonization. The clerics resist any attempt to reform the religious education system, which includes works written in the 12th and 13th centuries.

4. Most of the schools located in Pakistani provinces close to the Afghan border played a vital role in supporting the Taliban during its formation. More than half of the students enroll in religious schools for economic reasons, which means that these institutions are an appropriate place for recruitment of fighters during the period of clashes in Afghanistan.

The procedures taken by the government to reform education in religious schools are:

1. The establishment of mosques and schools only must have the prior approval of the government (Ottoman, Bayan)

2. All Islamic schools, even registered ones, must be registered and re-registered officially with the Government of Pakistan, even if they are registered before.

3. The government allocated \$ 33.5 million to reform the religious school system. The government

is helping the registered schools to buy computers and pay teachers in certain subjects such as English, Urdu, mathematics, computer science and religious schools. And not receiving any financial assistance from any foreign entity.

4. Adding some modern science materials to their religious curricula without choice, such as science, mathematics, computer and English language. Increase financial support for the development of Islamic science curricula and modernize them in accordance with the age of technology, technology and teaching methods.

5. Ensure that these schools do not train their members on terrorism, expelling foreign students, and not accepting foreign students without the approval of the Pakistani Ministry of Interior, and that the foreign student enrolled has obtained an entry visa to study.

6. Eliminate the possibility of these schools as centers of extremism.

7. The Pakistani government recognized the certificates of religious schools in 1982, and equated them with different stages of modern education. This opened the way for graduates of religious schools to

enroll in post graduate studies in Pakistani and foreign universities. The equivalence of diplomas was a reason for employing graduates in these schools. This paved the way to participate some of them in the political sphere, recently, the elections of the Central Parliament and the regional parliaments which asked for a university degree to get its membership. The opening of these areas for school graduates was a good publicity and increased demand.

8. Paying attention to teach the Holy Quran and the Sunnah in all the governmental schools including religious ones.

9. Confronting the Western intellectual invasion of Islamic education in Pakistan and casting the charges against its followers of terrorism, extremism and backwardness.

10. Unifying the Islamic curricula in all the governmental schools, far from being influenced by sect, and denomination.

11. Interest in teaching Arabic because of its usefulness in the progress and development of Islamic education since it is the language of the Koran and Sunnah

12. Set specific time plans to eliminate the widespread illiteracy among Muslims in Pakistan as a result of poverty and weak state economy.

13. Sending some students abroad to study in developed Islamic countries in different fields of education in order to benefit the education in the country.

14. Attracting qualified teachers from outside the country to promote and develop education.

15. Integrating religious education with government education under an educational institution that adopts an Islamic approach.

16. Establishing a compulsory law for education of a specific age.

17. Paying attention to teach those who missed education to eliminate illiteracy.

18. Utilizing modern teaching techniques to spread education widely and in modern ways.

The role of schools in Pakistani society:

The existing schools in Pakistan which is about 13 thousand schools provide many and variety of services to the community, as the following services:

Free education:

These schools are currently offering Pakistani government free education to 1,7 million students at different levels of education. It does not even cost them to buy textbooks. Most religious schools offer textbooks to their students at the beginning of the year and reclaim them at the end. And often provide them with housing, free food and sometimes provide some schools to dress for their students, and most of the students in those schools are the children of the poor people of Pakistan who cannot afford the cost of formal education for their children.

Religious Guidance and Fatwas:

The religious schools offer religious guidance to the community. This is done by Dar al-Ifta, which is considered as an essential part of the large schools. The work of this department is to issue fatwas according to the referenda that are presented to the school by different segments of society. And may be assisted by a group of young researchers, and we often say about the old books, and you may find

some of the role of fatwas affiliated with these schools issued fatwas on the issues of modern difficult, and the number of fatwas issued by some houses of fatwas of large schools to tens of thousands in different areas Data, then these fatwas are printed and published for the dissemination of interest.

Preparation of researches and studies:

Some of the large schools set up a special section for the preparation of research and studies, often called the house of classification. This department often prepares and publishes research and studies, or publishes the books composed by the teachers and teachers in that school. Most of the books issued by these departments have the characteristics of religious schools but nevertheless find some very useful books.

The Publication of Magazines:

Large schools publish magazines that contribute to the spread the religious awareness, and each magazine is interested in the ideas of its constituency in addition to jurisprudential issues and other scientific research. However, it is sometimes used to respond to and challenge violators. Some schools publish several magazines in different languages such as Urdu and English And Arabic.

Provision of Imams and preachers of mosques:

One of the important services provided by religious schools is the provision of Imams and preachers to tens of thousands of mosques in Pakistani cities and villages. Graduates of religious schools in Pakistan often perform the duty of imamate and preaching in Islamic centers of Muslim communities in Western countries. Pakistani military employs Pakistani army graduates in religious schools in military barracks.

Providing teachers for religious schools and Islamic studies:

Religious schools feed these schools with new teachers. The large number of schools needs new teachers constantly. This shortage is compounded by the graduates of these schools themselves. In some cases, graduates of religious schools employ teachers of Islamic studies and Arabic in modern schools and colleges

Islamic International University in Pakistan and what it offers to Islamic education:

It is an Islamic university located in Islamabad (International Islamic University Islamabad) was founded in 1980 with the support of a number of governments of Islamic countries, including Saudi Arabia, Malaysia, Maldives, Turkey, Pakistan and

others, and from the Organization of the Islamic Conference as well. The university studies not only Islamic sciences but also other social and scientific sciences. And its inception was a turning point for the beginning of the new century to symbolize the aspirations and hopes of the Islamic nation of Islamic renaissance, and the desire to produce scientists and practitioners able to meet the economic rights, social, political and intellectual needs of the modern era, and this is the goal of this university. It is a unique institution of higher education that provides a global system based on Islamic principles capable of responding to the needs and requirements of the present and the future (dr-saud-a.com).

First: Education and Training:

1 - College of Sharia and Law: It includes the following sections:

A - Bachelor degree of Sharia and Law: The study in this department comes after obtaining a high school certificate or equivalent certificates of religious schools.

B- Bachelor of Honors in Law and Sharia: Students who have a B.A. degree are accepted and wish to obtain a Bachelor of Honors and Law and the study in it takes a period of three-year study. (Shafei, 1404, p. 238)

C - Master of Sharia and Law: accepted students who have a bachelor degree in law or equivalent in religious schools and it takes 3 years after the bachelor.

D- The program of preparing judges for the first instance courts: it takes one year at university. The Bachelor of Law or the equivalent of religious schools certificates attesting to obtain a diploma in Sharia and Law, prepares the two categories to perform the duties of the judiciary at its first level in accordance with the provisions of the Islamic Shariah.

2- Faculty of the fundamentals of religion:
Includes a bachelor and master degrees

A. **Bachelor degree:** The first year, the students of religious schools are accepted and the duration of the study is four years. The first is dedicated to languages especially, the Arabic language. The second year is specialized in Islamic sciences. In the last two years (3rd and 4th) students are divided into two parts. (Shafei, 1404, p. 239)

* The department specialized in the sciences of unification and advocacy theoretically and applied,

and they get a high degree (Bachelor of Honors) in advocacy and the fundamentals of religion.

* The department specialized in the science of the Koran, especially reading and they get a high degree (Bachelor of Honors) in the call and readings.

B. Master Degree: it takes three-year. The student get a master degree in Islamic Da'wa and its Sciences (Tafsir and Hadith).

C. The preparation and training of judges' program: aims at preparing the sons of the Islamic minorities in the various regions to carry the burdens of the Islamic da'wa and their people, as well as preparing the workers in the fields of advocacy, information and guidance in Pakistan to carry out the Islamic call.

3 - Colleges of Social Studies: This college includes the Institute of Islamic Economics and the duration of the study in this college takes four years and obtains a Bachelor degree in Islamic Economics.

4- Faculty of Languages and Language Studies: This college includes two sections:

* **Department of Arabic Language and English Language Department:** This is an interest in the different languages of the world to spread Islam and its tolerant teachings, and interest in Arabic comes to

its importance to every Muslim because it is the language of honor. . (Al-Shafei, 1404, pp. 240-241)

5 - Institute of legal training for judges and legal professionals: The goal of training judges and employees in the legal sections in both the army and police in Pakistan who are familiar with the laws of Pakistan-origin Anglo-Saxon - in the field of Islamic law and jurisprudence to enable them to apply the provisions and laws issued recently in Pakistan on a legitimate basis sound.

The course lasts for three months and studies are underway to develop the institute to include lawyers and legal professionals.

6 - College of Islamic Education: aims to graduate teachers required for public education in Pakistan in different branches, especially in Islamic studies and Arabic after their rehabilitation of the scientific, technical and Islamic fields in addition to training for those who actually work in schools of the Ministry of Education of Pakistan to raise their level technically and Islamic. (Al-Shafei, 1404, p. 242).

Problems facing the university:

- Poor qualification of the university professor.
- Poor interest in the Arabic language for lack of readiness in terms of equipment and teachers.

- Some of her students were influenced by political and sectarian trends.

Religious education in Turkey

Introduction:

The Republic of Turkey is located in the Anatolia region at the Asian continent and a small part of its territory is located in the Balkan region at the European continent. Turkey overlooks several water bodies - the Black Sea, the Mediterranean Sea, the Sea of Marmara and the Aegean Sea.

The language:

The Turkish language is an official language in Turkey. Since its establishment, the Turkish Republic has been keen to spread the Turkish national spirit and to remove the Islamic religion from Turkey. It adopted the use of Latin letters instead of Arabic, and the law punishes those who violate it. Failure to take care of teaching foreign languages after the establishment of the Republic.

Economy:

Turkey is a poor country in mining, with minerals contributing only 3% of GDP, and Turkish oil covers only 20% of the country's needs.

* In the field of agriculture, there are a variety of possibilities in this field because of the diversity of climate, terrain and water abundance.

Demographics:

Muslims constitute 96% of the population of Turkey, while the rest are Jews and Christians of various doctrines. Everyone in the country has the freedom of religion and belief, and this right is protected by the constitution, no one could force any person in worship, or participating in religious rites and to declare his religious beliefs, nor to be convicted for his religious beliefs and preventing him from worship.

The religious understanding of the Turkish is based on the Qur'an, which shows that the choice of religion and doctrine is something personal between the worshiper and his God, and therefore there is no compulsion in religion. This concept has been crystallized by the Turkish for hundreds of years and has established in their consciences to become an example of tolerance and hospitality. There are currently 233 churches in Turkey and 31 synagogues open to worship. As result of this multi-religious society, the temples of the three largest religions can be seen side by side in Turkey as a phenomenon which we rarely see in the world.

Secularism in Turkey:

Islam was one of the foundations on which the Ottoman State was founded. The sultans of the state were known as the Caliphs of the Islamic world. The Ottoman speech to the Islamic countries expressed the idea that this state is the protector of Sunni Islam in the face of the "Christian and West".

Later, after centuries an officer in the Ottoman army, Mustafa Kemal Atatürk, succeeded in dismantling the "Ottomans State" Contrary to the trends of the former state, Atatürk saw that "religion of Islam" was the reason for the backwardness of the Ottoman State. , And declared Turkish as "Secular State" after the independence

Atatürk aimed to keep religion away from Turkish life. He first began to impose his control over it, and then took a number of procedures that contributed in suppression of religion in Turkish society. These procedures included abolishing of the sheikh of Islam, the Ministry of Endowments, and established the Presidency of religious affairs, and put it under supervision of the republic and he issued a unified education law, as a desire to end religious education.

In 1925, he banned Sufi and religious groups, according to law he changed weekend holiday from Friday to Sunday. The following year he banned the Islamic costume of women and imposed a punishment to those who violated the ban. In 1928, he modified the president' oath law by replacing the word "Allah" in the oath to the word "my honor"

Secularism is one of the essential pillars of Turkey Republic. It is considered the only Islamic state among other Muslim countries which its constitution provides secularism. Turkey took important steps in the path of secularism by abolishing the caliphate, the Ministry of Sharia and Endowments on March 3, 1924, and achieving the independence of education and the judiciary, and then Latin letters and Gregorian calendar were used, finally he declared "secularism" as a constitutional rule on 5th of February 1937.

The Presidency of Religious Affairs in Turkey:

The Presidency of Religious Affairs, established on 3rd of March 1924 as an institution of the Prime Minister, which provides religious and moral services of the Islamic religion, as well as information to the community. The Presidency is currently composed of headquarters, local and external offices, and includes 85,071 employees who

provide religious services to citizens at home and abroad regardless of any sectarian distinction between them.

The Presidency of Religious Affairs provides its services depending on the main sources of Islam, taking into consideration the requirements of modern mind, science, social conditions and needs. In addition, they are holding local and international conferences in order to expand its services and educate citizens some of religious information.

Religious education in Turkey between the past and the present:

The religious education system (Imam-Khatib) was originally founded to teach religious employees in the 1920s. Its curriculum devoted 40 percent of the study for religious subjects such as Arabic, Islamic jurisprudence and rhetoric. The rest of the curriculum is devoted to secular subjects.

A member of Justice and Development Party, which took power in Turkey in 2002, were graduated from religious schools. Turkish President Rejep Tayip Erdogan, who later studied economics was graduated from religious schools, and many other members of Turkish parliament were graduated from

the same religious schools. This gives an impression of the level of output of religious schools.

The religious high schools raise the image of Mustafa Kemal Atatürk, the founder of the Turkish Republic, as well as all schools in the country. Students can study texts on the migration of the Prophet Muhammad to the city in chapters and within the chapters you can see Atatürk's pictures speaking to Turkish teenagers.

While 6,000 schools in Turkey were teaching half a million pupils, a decision was made in the second half of the 1990s to close all the Imam-Khatib schools which teach pupils at age of 11 to 14 years after the revolution in Turkey in 1997.

According to the Basic Law of the Turkish Ministry of Education, Imam Khatib's institutes are not very different from the rest of the official public schools, but they are considered as a religious lesson from the core of the curriculum. They consist of two stages, the intermediate stage of three years and the secondary for four years. Students who admitted to it had completed primary school.

These schools follow the instructions of Religious Education, which is spread throughout the country. Its main task is to graduate imams and preachers of

mosques without the need to attend university, while some of its graduates prefer to enroll in universities.

The religious high schools became popular, and Turkish society did not want let go the Islamic identity, on the other hand, religious schools were famous of its quality of education and great discipline, but still represent a threat to the principles of Ataturk.

In 2012, compulsory education in Turkey included 12 years of study according to the following order; 4 years for primary, 4 years for intermediate, and 4 years for secondary. Compulsory education started after nursery school where the parents are left to choose whether to let their children to enter ordinary or religious schools because after four years of study at primary stage, schools are divided into two parts; secondary schools and secondary schools for imams and preachers.

The syllabus of Islamic high schools

Religious high schools are private institutions in Turkey opened by the Ministry of National Education. Both professional and higher education programs are applied in these schools, moreover Science and culture courses are taught along with courses on Islamic sciences.

70% of the study consists of courses on science and culture whereas Islamic science courses have 30% of the courses taught in these schools.

The syllabus of religious high school	
Cultural and sciences syllabus (70%)	Islamic sciences syllabus (30%)
1. Turkish language and literature 2. History 3. Geography 4. Mathematics 5. History of Turkish revolution 6. Physics 7. Chemistry 8. Biology 9. Philosophy 10. Logic 11. Foreign language 12. Psychology 13. Physical education 14. Sociology 15. Visual arts	1- Holy Quran 2- Arabic language 3 - Biography of the Prophet 4. Basic religious sciences 5- Jurisprudence 6- Hadith 7. Exegesis 8 - Doctrine and speech 9. The history of comparative religions 10. Islamic Culture and Civilization 11. Oratory 12. Islamic history 13. Other optional courses

Graduation and Placement:

Graduates from secondary religious schools are awarded a certificate equivalent to the secondary certificate by taking the study content into account and accepted in Turkey under the same conditions as admission to graduate students of other high schools. Graduates from high school, social science, and religious high schools can enter the colleges they choose according to their choices and degrees. Where they can complete their studies through entering all faculties including law, engineering, medicine, architecture, education and divinity and continuing their higher studies.

Characteristics of Religious Education

1 - Open to the contributions of universities and civil society organizations where the support of civil society organizations, charities and universities are obtained both in the preparation of curricula or in the teaching and housing of students. This cooperation is one of the important reasons for the turnout of these schools by the Turkish people.

1. Religious high schools are part of the public education system in Turkey.

2. - The use of laboratories in sciences (physics, chemistry, biology) and in foreign language teaching.

3. - Students are sent abroad to develop language skills.

4. Islamic science is taught in a way that combines traditional and modern methods.

5. In Turkey, it is necessary to obtain a bachelor degree at least, in order to practice profession of education.

4. The administrators and teachers in religious high schools shall be prepared with the expertise and culture of the university.

The role of the Turkish religion in supporting religious education in Turkey

To stop the Turkish religion and move towards the purpose for which it was founded, it will provide important support to the activities of the Presidency of Religious Affairs by meeting the needs of the mosques, the role of memorizing the Holy Quran, the role of fatwas and educational centers.

Our endowment, which gives priority to educational services and activities inside and outside the country, implements various charitable and social projects in Turkey and the world, while providing our movement and cultural stock with rare scientific

effects such as the Islamic encyclopedia and Islam in light of the hadiths.

The endowment of Turkish religion teaches the youth of the Islamic religion in a flawless picture free of impurities and in all stages of education, starting with the courses of teaching the Koran to memorization, and the schools of preparing imams and preachers to universities and from the students of the masters to the doctorate.

We have opened the International College of theology and the secondary schools of imams and preachers, and we gave scholarships to elite students. also, we established the internal departments of graduate students and guest houses for students in general, and hosted by students from 108 countries tomorrow. We built a bridge linking the hearts of these countries.

The reasons that led to the success of religious high schools in Turkey, which can be used in the reform of religious education in Iraq:

1. They are accepted in Turkey under the same conditions as admission of graduate students of other high schools.

2. - Graduate students from religious high schools can enter the colleges they wish, according to their choices and grades in the university admission exam.

3 - not to stand against the strong currents against religion until the passage of; and in order not to declare war on the Islamic religion; because it will weaken over time and fade in the face of human instinct towards the Creator.

4 Graduates of religious high schools may complete their studies through admission to all faculties, including law, engineering, medicine, architecture, education, and theology.

5 Use a large proportion of the budget for the service of religious education.

6 Not showing religious education in a way that seeks financial support.

7 Support religious education by hosting students from Islamic countries at the expense of stopping the Turkish religion.

Reforming Education in Egypt. Al - Azhar model

First: The Definition of the Arab Republic of Egypt:

It is an Arab country located in the northeast corner of the continent of Africa, and it has an Asian extension, where the Sinai Peninsula is located in the continent of Asia is an intercontinental state. The Arab republic of Egypt have borders from the north by the Mediterranean Sea with a coast of 995 km. It is bordered on the east by the Red Sea by a length of 1941 km. It is bordered in the northeast by Israel and the Gaza Strip by 265 km. It is bordered to the west by Libya along a length of 1115 km. South of Sudan for a length of 1280 km. The area of the Arab Republic of Egypt is about 1,002,000 square kilometers and the inhabited area is 78,990 km² with 7.8% of the total area. Egypt is administratively divided into 27 governorates, and each governorate is divided into smaller administrative divisions, the centers or sections.

The majority of Egypt's population is concentrated in the Nile Valley and in the urban areas. The Nile Valley and the Delta constitute less than 4% of the total area of the country, or about 33,000 km². The largest population is Greater Cairo, which has a

quarter of the population, followed by Alexandria; The Mediterranean Sea, the Red Sea and the Suez Canal cities. These places occupy an area of 40,000 square kilometers. While the non-contiguous desert forms the bulk of the country.

Egypt is known for having one of the oldest civilizations on the earth where humans began to migrate to the banks of the Nile and stability and began to cultivate land and raising livestock for about ten thousand years. its people have developed so quickly and started in simple industries and the development of social cohesion. They established a peaceful neighboring a long with the banks of the Nile to exchange trade, it was the first of its kind. This is evidenced by the civilization of Badari about 7000 years ago and the civilization of Naqada (4400 BC - about 3000 years BC). Its natural development was to merge with each other north and south and unify the tribal and maritime sides. Then, the central government of the family era emerged in (about 3000 BC). Egypt is one of the first trading countries who started to exchange trade with its neighbors. Writing in Egypt has had a significant impact on the life of the country and its rapid development. The ancient Egyptian was fond of writing, and ancient Egypt also witnessed advances in medicine, engineering and arithmetic.

A lot of historical generations emerged in Egypt starting with Alexander the Great, which was founded after the Ptolemaic state, and then conquered by the Romans and remained under their rule 600 years. During this period , they saw the emergence of Christianity in Egypt, and then came the Islamic conquest and turned Egypt into an Islamic state, and was founded in Egypt has many countries such as: the Tulunid, then the Ekhchidia, then Fatimid, then Ayyubid and Mamluks, then became under the Ottoman rule until 1914 when the Sultanate was declared, then turned into a kingdom and then turned into a republic.

Egypt is famous for its many monuments, such as the Pyramids of Giza, the Sphinx, the Karnak Temple, the Monastery of the Kings, the Valley of the Kings and its other ancient monuments, such as those in Memphis, Taybeh and Karnak, and parts of these monuments are exhibited in major museums around the world. A special science was found to study the effects of Egypt called Egyptology, as well as the Roman, Greek, Coptic and Islamic monuments of various ages.

The Arabic language is the official language, and according to the Constitution, the official religion is Islam, and the system of government is Republican democratic. Egypt is a founding member of the

League of Arab States and has its headquarters. It is also one of the founding members of the United Nations, where it joined in 1945, in addition to its membership in the African Union. Egypt is also a member of many international associations and organizations. It has the many diplomatic relations in most of the countries around the world.

Second: Education in Egypt:

The education in Egypt has spread since the ancient Egyptians era who contributed into the invention of writing; they recorded the ancient Egyptian language with hieroglyphic writing, and in their time was established "Bur Ankh " or House of Life as the first school and library in the history of humanity. When Christianity entered Egypt in the year 60 AD, some features of education changed with the era. Schools were attached to churches instead of temples and theological school was established in Alexandria.

After the Islamic conquest of Egypt, another type of schools appeared which is connected to mosques. The Mosque of Amr Ibn Al-Aas was the first center to hold voluntary seminars in Egypt during the Islamic era. Al-Azhar mosque was the first of similar schools in the state institutes. Then, the schools were established during the reigns of the Ayyubid state

and the Mamluk state. When Mohamed Ali Pasha ruled Egypt, he began to change the education system to be in the form of modern systems, the establishment of military schools, higher schools and primary schools. In 1908, the first modern Egyptian university was opened, namely, the Egyptian University (now Cairo University), and then the establishment of universities throughout Egypt.

According to the Egyptian constitution, education is free and compulsory until the end of secondary school or its equivalent according to law. The Government spends at least 4% of GNP on education. [4] [5]: 16. According to the clause no. 19 of the Constitution, compulsory education extends from 9 to 12 years from 6 to 18 years to include secondary education, While the current Education, the basic education stage consists of two primary and preparatory education courses with a total of 9 years. Secondary education generally includes two general or technical fields of study (agricultural, industrial, commercial, hotel, nursing). Secondary education is not compulsory, and the education system is divided into two parts: above-average education for two years of study, and university education with a minimum of 4 years of study in public, private universities and higher institutes, and it is eligible for

postgraduate studies in the diploma, master and doctorate stages (professional and academic).

Besides, Al-Azhar Al-Sharif has a special educational system in which Islamic religious sciences are studied in addition to other scientific studies, and it must be qualified for post-secondary education to join Al-Azhar University and its branches throughout the Republic. We will talk about it later.

Military education is also divided between colleges and institutes of the armed forces, colleges and institutes affiliated to the Ministry of Interior.

Third: Al-Azhar University:

Al-Azhar University is the largest university in the world, it was established before the University of Polina in Italy, and it is the third oldest university after the universities of Zaytouna and the villagers. It is the largest Islamic religious scientific institution in the world, and the largest in Egypt.

For more than a thousand years, Al-Azhar University has been a beacon of science to all the students around the world. It teaches Sharia', Arabic, and natural human sciences, it has been a center of moderation throughout its long history, spreading Islamic culture and the values of Islam against

extremism, sectarian and political intolerance. In its corridors, kings, sultans, presidents, elders of Al-Azhar, muftis, ministers, ambassadors, scholars, and others from all corners of the world are learning.

University and Mosque:

Al-Azhar University, which dates back to the Fatima' period, inherited Al-Azhar Mosque according to caliph Mu'izz Ladin Allah Fatimi order. On the 14th of Ramadan in AH 359 AH (971 AD) Al-Azhar Mosque became an official mosque established by the State as a platform for its religious activities and as a symbol of its spiritual sovereignty, and it was opened for prayer for the first time on 5 Ramadan in the year 361 AH. It was called al-Azhar mosque in the name of Fatima al-Zahra (pleased be upon her).

The study was actually conducted at the Al-Azhar mosque in the late era of Mu'izz Ladin Allah Fatimi, when the magistrate, Abu al-Hassan ibn al-Nu'man, sat in the year 365 AH (October 975 AD), in the first educational seminar and then followed the seminars of science.

The teacher's sessions are the method and the basis of the study in Al-Azhar (university and Mosque), the professor sits to read his lesson in front

of his students and listeners and they made a circle around him, as well as the scholars sit in the place allocated to them from the corridors, and the professor is not authorized to teach until being authorized by his professors according to verbal test system of eleven branches, and issued an export fee by reading from the Caliph.

Al-Azhar (university and Mosque) in its educational system is the first to invent the system of the teacher in the whole world, and the function of the teacher to repeat the students what the professor said, and in order to be admitted to Al-Azhar student should pass exams, and before that he must be recommended by two scientists from Al-Azhar, then Al-Azhar Sheikh is formed by a committee consisting of 6 scholars headed by the Sheikh of Al-Azhar, and a seventh member is added to them if the candidate wants to test in the Hanbali school. The committee issues a decision from the Sheikh of Al-Azhar, So that each doctrine represented by two Sheiks, and the test was verbally made. It may not linked to a specific duration, but the student was tested in different eleven branches not books and he must master it quite fluently and verbally, if he passed it, he became the teacher of the third circle, which becomes tutor and then promoted to be a teacher from the second circle.

At that time, Al-Azhar University provided what the universities now compete for which is the credit hours system. And there was more than one specialist in the same science, and the student is the one who chooses the sheikh, without getting orders like to sit here or there. So the optional curriculum exists in the university, as well as the oral test, which is one of the best types of tests.

The scholars at Al-Azhar University have started their educational mission to the fullest, not only teaching Islamic sciences, but also studying philosophy, logic, mathematics and medicine, even if it is presented on a small scale at first, until the ruler established the House of Wisdom where women used to come to some lectures. The study was soon expanded to include astronomy, arithmetic, medicine, architecture, geology, history, some social sciences, and other sciences. Among the most famous scholars associated with al-Azhar were Ibn Khaldun, Ibn Hajar al-Askalani, , And the son of Tary Bardi, and Moses Maimonides Haitham Hassan bin Mohammed bin Younis al-Masri, and Qalqashandi, and other scientists have presented to the world their scientific harvest which we owe to them until this day.

In the modern era and with the renaissance initiated by Muhammad Ali, there were only students

and graduates of this university to be the nucleus of the various educational institutes, which were established to be modern European-style education, as they were the nucleus of educational missions to Europe to transfer modern knowledge.

In keeping with the development of this long-established institution, Law No. 49 of 1930 was issued, establishing the three Azhar colleges, namely: the fundamentals of religion, Shari'a and Arabic. The law provided for the possibility of expanding the establishment of other faculties.

It also introduced the other sciences in the Azhar institutes, such as mathematics, science and social studies, to qualify the graduates when they joined the different Azhar colleges, followed by Law No. 26 of 1936, where it developed a fourth stage, which is postgraduate studies. The march culminated in a law called the Developmental Law. It was issued on July 5, 1961 under No. 103 on the reorganization of Al-Azhar. Under this law, Al-Azhar University held its scientific university, which includes a number of scientific colleges for the first time such as colleges of commerce, medicine, engineering and agriculture. The University of Al-Azhar opened its doors to the Muslim girls by establishing a college for girls to study medicine, commerce, science, Arabic and

Islamic studies, and humanitarian studies. The modern and scientific faculties of Al-Azhar University are distinguished from their counterparts in Islamic studies, in relation to specialized studies.

The educational systems of the university expanded and did not stop at the limits of time and place, and moved to the modern and modern destination, and its mission was no longer limited to preaching, guidance and education. It moved to a higher level to lead the scientific research and serve the Islamic nation and defend its issues, in the face of the currents extremism around the world.

It continues to provide continuous and sustained gifts to its foreign missions and cultural delegations, which are aimed at the various African, European, American, Asian and Australian countries, having established in its long history the foundations of the universally recognized systems and traditions of all universities in the world.

Al-Azhar University has students from 107 countries. There is no educational institution in the whole world that includes the colored people of these countries except at Al-Azhar University. It has hosted more than 500 years at Al-Azhar's expense.

The total number of faculty members at Al-Azhar University is 15155 faculty members, and the total administrative body of the university is 13074 employees. All these serve approximately 500000 students, including foreign students.

The University has 23 practical colleges. 34 scientific and theoretical colleges and 45 Sharia colleges with a total of 79 colleges, of which 47 are for boys and 32 are for girls.

Al-Azhar University has 6 university hospitals which offers a medical service to the public six times more than any other university. Recently, it has a opened 124,000 square meter hospital, the largest hospital in the Middle East with an airport.

Fourth: Reforming Education in Al-Azhar:

Since its establishment, Al Azhar has a long story and a well-known mission to perform. It was not intended to be a mosque of worship, nor to be a school of education, but rather the influence of Al-Azhar in the Islamic world and in the formation of the Islamic mind has a profound impact beyond the influence of mosques, schools and universities. To that end, the reform of that institution was considered by Sheikh (Mohammad Abdo) to be of great

importance, because it was a reform of the entire Muslim Ummah.

Sheikh Mohammed Abdo went to reform Al-Azhar since he was receiving his knowledge from his teacher Mr. Jamal al-Din al-Afghani. And he began to work on this in the days of Khadio Tawfiq. At that time, however, he could only introduce some minor reforms. From the beginning, a lot of Azhar Sheikhs stood against Mohammed Abdo . Then, he realized that he would not be able to continue the reforming movement without winning the support of Khaddu and the government. But Khadio Tawfiq was not prepared to understand the desired renewal, and Sheikh Mohammed Abdou's efforts were not seen with sympathy. And when the second Khadio Abbas came - and he was raised in Europe - people looked at his mandate and saw the beginning of a new era. Sheikh Mohammed Abdo met with Khadio Abbas and revealed his desire to reform Al-Azhar. (At that time Al-Azhar was like a takiyyah of takaya or refuge for homeless, the elderly, poverty dwell, lazy people and unemployment ones).

The message of Al-Azhar as seen by Al-Sheikh Mohammad Abdo could be sum up into the following:

To be a college university offering students the right knowledge which prepares them to be a responsible men, so Egypt and Islam will have judges, professors, researchers, scientists and specialists, and loyal guiders are working to spread the correct religious views, moral ethics, fight superstitions, and eliminate wrong rituals.

Al-Khudio ordered Sheikh Mohammed Abdo to set up a reform project. So he formed management council of the most prominent scholars of Al-Azhar schools and he and his friend Sheikh Abdul-Karim Salman were among its members. The task of that council was to supervise education at the Azhar University.

In his reforms, the shiekh was quick to take advantage of the opportunity. He was not opposed directly by anyone, although he was known historically as to postponing projects.

The Sheikh, first reforming was to limit the period of study in Al-Azhar:

Before his reforming, learners had to spend a long time at Al-Azhar without any supervision or guidance over their work. The law set out the start and end of the school year, as well as holidays. The situation was unprecedented: sheikhs and students could be absent whenever they wanted, as well as absent during the days of official forgery.

The second reform: Then, The Sheikh directed his attention to the teaching system and the exam: he suggested that students should have annual exams. It was not known before that in Al-Azhar, but there were few students who take the test no more than six students, and they were taking the exam not according to their role or intelligence or science, the purpose of course is to broadcast the spirit of competing and encourage them.

The third reform: proposed by Sheikh Mohammed Abdo: the abolition of the study of some of the useless books - such as annotations and reports which used to be taught by sheikh to their students which would have confused the subjects of science they study; and replaced with all books more useful and closer to the students' perceptions.

Fourth, it aims to divide the sciences taught in Al-Azhar into goals and means. The duration of the study was extended in the sciences of Makassed, such as the unification, exegesis, Hadith, jurisprudence, and the fundamentals of jurisprudence and ethics. As for the sciences of means such as logic, grammar, rhetoric and the term of Hadith, calculation and algebra, it is these branches that international students required to take an examination in it.

Fifth, he decides to introduce new lessons and lectures in science: history, natural history, mathematics, geography, philosophy, sociology, etc., which he neglected to teach in Al-Azhar until then.

It is worth noting that these reforms have fruitful results: for Al-Azhar students have been seen as a new enthusiasm and young in spirit, and they were full of desire to spread their achievements. This development in Islamic education faced new obstacles which had not been taken into account.

In fact, Sheikh Mohammed Abdo was able to put a complete project of reforming, only because of the support of Al- Khedio and Sheikh Al-Azhar Sheikh Hassouna Al-Nawawi.

In the name of Allah, most gracious most merciful

1 - Curriculum vitae of Al Humim. PhD.

Full Name: Abdul LatifHumim Mohammed .

Date and place of Birth: 1/7/1952 Anbar-Iraq.

Religion: Muslim .

Nationality:Iraq, and Arab .

Marital status: Married , and with six children.

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Current position: Head of the Sunni Endowment Bureau /a Minister degree .

2-Scientific Achievement:

- He is a jurist, scholar, scholar, and a Islamic thinker.
- Joined the University of Baghdad and graduated from the college of Arts.
- After obtaining the university degree he attended the lessons of jurisprudence and listened to the lessons of interpretation, and judgments, He is one the scientists of Iraq, His passion increase for science and his love inspired to travel to Cairo and dreamed to go and complete his career there

at Al-Azhar University, Master to get a Degree in legislation and Law.

- PhD. of Philosophy / Institute of Arabic Studies.
- PhD. in Islamic Economics / University of Baghdad.
- PhD. in legislation - Comparative Jurisprudence / University of Baghdad - College of Islamic Sciences in 1990.
- Many other scientific certificates.
- Supervised and discussed several M.A. and PhD. Dissertations.al most 100snes and participated in dozens of scientific and intellectual conferences inside and outside Iraq.
- PhD. of Al-Bukhari Center for Research and Studies:

As a director of the Imam Bukhari Center for Research, Studies and Investigation, Sheikh Al-Humim was able to elevate this center to have a leading role in the development of knowledge and modern sciences, in addition to directing the attention of science students and scholars towards the interest in the Prophet's Hadith and the realization of the Prophet's heritage. The Science of Hadith byIbn Al-Salah and explaining the insight and remembranc and embarking on a monumental work to collect the Prophet's Sunna through the Encyclopedia of Hadith.

3-He studied through a number of scholars as follows:

- Prof. Dr. Abdelghani Hamada.
- Prof. Dr. Abdul Jalil Al-Qarnshawi.
- Prof. Dr. Mohamed Said Abed Rabbo.
- Prof. Dr. Gad Al-Haq.
- Prof. Dr. Mamoun Salama (supervisor of the master's thesis).
- Prof. Dr. Mohamed Raafat Othman.
- Prof. Dr. Ahmed Omar Hashem.

4-He has received many scientific awards from several sources:

- International Federation of Economists Award in the European Union for Excellence and Human Creativity.
- The International Renewal writers Association Award.
- Awards and shields of more than 40 awards from international, regional and Arab organizations.

5-Social Activities and Responsibilities:

Sheikh Al-Humim has many scientific activities and filled many positions including:

- Secretary General of the Popular Islamic Conference from 1999 until now. Member of the Higher Endowment Council.

- Chairman of the Administrative Board of the Association of Scholars of Iraq.
- Chairman of the administrative board of the Islamic Arts Association.
- Editor-in-chief of Al-Rai newspaper and former concessionaire.
- President of Anbar Relief Foundation.
- Editor in chief of the Islamic thinker magazine and theconcessionaire.
- Chairman of the Board of Trustees of the College of Knowledge University - Iraq
- Member of the Board of Directors of the Iraqi Institute for Peace and Dialogue.
- Founding member of the Middle School Conference.
- Founder member of the Islamic awakening.
- Has social, charitable and cultural activities inside and outside Iraq.
- After haveing the responsibility of the presidency of the Sunni Endowment, he was known of his interest in caring for the houses of God through its reconstruction, furnishing and maintenance.
- He played a special role in the relief of Iraq's displaced people in 2016 and 2017 and announced the opening of all mosques to receive and housing them and had a courageous decision to keep the displaced families in times of severe

winter when the cold and rain increased and provided them with safe shelter in the houses of God and then set up teams for the purpose of relief and provision Including the necessary supplies of tents, food, water and medicine through large campaigns adopted, not to mention his outstanding role in providing engineering effort to clean areas of mines, weapons and explosives to ensure the safety of citizens and let them return to their homes after the expulsion of Da'esh.

- He was known for his courage in making crucial decisions and his decision in returning the Anbar IDPs to their homes on 10/4/2017, is embodying that courage, where the opinion of the majority of Iraqi politicians and technicians that the city is not ready to receive its returning people because of the remnants of war, but Sheikh Hamim promised the families himself at the entrance to the city of Ramadi after he sent them the means of transport that brought them back and reinforced them in an honorable way .
- His humanitarian positions are being recognized by helping and supporting the poor and poor families under the complicated circumstances of Iraq.

- He has several cultural, legal and literary activities in many forums inside and outside Iraq.

6–Scientific writings and publications:

He has a lot of writings and scientific publications that provide a valid theory in Islamic work, the most important of which are to

- the State and its economic function in Islamic jurisprudence.
- the Crisis management and conflict leadership in contemporary Islamic heritage.
- Islamic economy bases and objectives.
- Respect in for private life in legislatif and law.
- Aristotle's logic and its impact on the structure of Islamic thought.
- Safeen and its implications in the Islamic political community.
- the Essential in the fundamentals of Islamic jurisprudence.
- International relations in Islamic law and comparative law.
- Encyclopedia of Islamic politics in four volumes.
- Succession: the problematic of the Islamic political discourse and the legitimacy of the national state.

- Modern Encyclopedia: in 200 volumes.
- Al Hussein thrilled.
- Baghdad and the victim and the arrow.
- The sectarian problem and the talk of the surviving group.
- The financial crisis and the third alternative (the fall of capitalism) reflected in his book System of Government and Money and the economic crisis facing the world today.
- State and its economic function in Islamic political jurisprudence.
- Who rules America.
- Post-American world (under printing).
- Intellectual and human development
- The agreed hadith between Sunnis and Shiites.
- The political of Legal Policy hadith.
- Al - Amily Means.
- Achieving guidance for Buddhists.
- Da'esh the beginning and the end.
- An intellectual vision between Islam and Marxism.
- Dialogue between Islam, political Islam.
- System of political economy and globalization.
- Encyclopedia of the Fatwa - 5 volumes.
- Encyclopedia of intellectual and human development - 20 volumes.

- Achieving the opening of the rest of Zakaria Ansari - 2 volumes.
- The causes of the descendance of Al - wahdi.
- Faithful jokes including the millennium explanation of the Bekaa.
- Musnad Al-Shafi'i in the order of Singer in four parts.
- A book of explaining the insight of the Iraqi.
- Achieving Al-Rashad of the Nawawi.
- Achieving the book of Hadith science of Ibn Salah.
- Explain the leaves of Al-Farkah.
- Achieving the Iraqi Millennium of Al-Farkah.
- Achieving the Iraqi Millennium of the Iraqi.
- Revealing inspiration, including editing the approximation of illusions.
- Achieving the letter of Shafi'i.
- International relations in Islamic legislation and comparative law.
- The nation between thinking and atonement.
- Religious state.
- The legal state.
- The reality of Iraqi women.
- The concept of the Islamic state.
- The strategic plan of the Sunni Endowment.
- Knowledge of purposes between rooting and activation.
- The role of youth in the development industry.

- Reasons for differences and controls.
- Constitutional principles and their applications.
- Human rights in Islam.
- Strategic development of national security.
- The role of reason in religious discourse.

7- The most important achievements and political participations:

- Sheikh Abdullatif Al-Humimpassed through the time of transformations in the Arab and Islamic region, which is going through the most difficult stages of its political history.He has played a leading role and an unquestioning interest in spreading the spirit of tolerance and middle thought, combating extremism, extremism and terrorism.
- Sheikh Hamim was known of his presence, his active and influential contributions and his preoccupation with Iraq's concerns since the 1980s. He has a distinguished presence in many conferences and events that called for lifting the siege on the Iraqi people. He also had many important and influential political posts in the contemporary history of the Iraqi state .
- He was also known for his extensive relations with many international figures, foremost among them the scholars of Al-Azhar sheikhs and

scientists in many Arab and foreign Islamic countries and the leaders of the Vatican, led by Pope (Benedict) XVI.

