



جمعية أمسيا مصر (التربية عن طريق الفن)
المشهرة برقم (٥٣٢٠) سنة ٢٠١٤
مديرية الشؤون الإجتماعية بالجيزة

21ST CENTURY SKILLS: NEW ART EDUCATION PARADIGMS IN EGYPT

Prof. Saria Sidky
Faculty of Art Education,
Helwan University, Egypt

Prof. Dina Adel Zaki
Faculty of Specific Education,
Alexandria University, Egypt

Introduction

In 2005, Prof. Saria Sidky took a comprehensive role in spreading 21st century skills in the context of art education among university and schoolteachers. In the 21st century, changes requirements at the international and national level for life and jobs opportunities offered new important skills for success, such as ethics, adequate communication, cooperative work, criticism, problem solving, entrepreneurship and social responsibilities.

Accordingly, preparing students to be active working citizens became of primordial importance in the 21st century. Researchers from 2004 to the present day lead a movement to build a vast number of literature, that focused on the application of 21st century skills in the field of art education in Egypt and the Arab World. Applying it on each skill, strategy and tools, on groups (grades, special needs), and emphasizing the role of art educators in schools, museums and communities.

In their first research, the researchers introduced a new road map for Egypt in 2009 to answer the following questions: why are 21st century skills important? What are these skills and how to apply them in Egypt? Are we developing these skills in art education in Egypt? How can we use 21st century skills to develop educational quality?

In the second research, they focused on the multiple dimensions of technology as a basic skill and tool for learning the 21st century skills and their impact on national and international communication, applying this strategy in art education in general and specifically in design, as it connects art to industry. Since then 21st century skills and art education researches in Egypt and some Arab countries have been launched, to develop new national art curricula for both schools and colleges.

The current review emphasizes the sequential development and achievement of art education research based on 21st century skills in Egypt from 2005 until the present day, presenting a sustainable plan for the role of art education research.

Today, we are confronted to an increasingly global perspective in which local skills are not relevant and sufficient keys to success 21st century. To meet the challenges presented by interactions between diverse cultures and values, the speed of information availability to the public and the consequent changing needs and opportunities, requires new adaptive shifts in educational philosophy and methodology.

Today's educational system requires emphasis on teaching creativity, innovation and flexibility. Fortunately, art includes these attributes and meets the challenge of intercultural communication, encouraging positive risk-taking and creative innovation. Good art education has become imperative. According to the National Council for Accreditation of Teachers (NCATE) and the National Art Education Association (NAEA), art is now one of the core academic subjects for the 21st century student.

The researchers started applying 21st century skills in Egypt since 2005 through teaching postgraduate courses at the Faculty of Art Education; starting the call to adopt them in a five-phase plan.

FIRST PHASE - 2004: the researchers participated in a large project that included 45 art teachers; where the national standards of educational process of art education for pre-university education (grades 1-12) were set. University education for the faculties of specific education (19 colleges) throughout Egypt, under the umbrella of the International

Accreditation Criteria for Art Teacher Preparation and Student Learning Outcome Programs, comported to defining a set of generic skills that promotes art as a core subject and vehicle for acquiring these skills.

Establishing Internal Accreditation Systems for Colleges of Specific Education:

Participants:

- 18 colleges of Special Education
- 45 faculty participants

Program:

- Capacity building to improve art-teaching skills (6 weeks)
- Developing student performance standards/learning outcomes in the context of the national academic reference standards (8 weeks)

Outcome:

- National academic reference standards for Visual Art Education
- Programs to improve the academic quality of Visual Art Education in Colleges of Specific Education

Final Product:

- In 2004, (first stage) two faculties were in the process of accreditation.
- In 2005, (second stage) four faculties were in the process of accreditation.
- In 2008/2009, (third stage) thirteen faculties were in the process of accreditation.

SECOND PHASE - 2007: Focused on Dr. Saria participation in a committee of professionals under the auspices of the National Authority for Quality Assurance and Accreditation of Education (NAQAA). Which oversees setting the specifications of graduates and content standards of the educational curricula at pre-university, university and postgraduate levels. This has led to the development of art education curricula and the establishment of its standards as a discipline and not just an activity. Where arts education (art education, music education, theater, and dance) considered a main creative field by connecting them to the 21st century skills and the road map. This development made art education not only viewed as a specialized subject for studying art but as a key skill for all other disciplines. This was the first achievement based on applying 21st century approach in Egyptian education in general and in art education in particular. The commission also conducted research on the concepts of globalization and entrepreneurship in particular, leading to the modernization of the curricula in general.

Establishing Content Criteria for Visual Art Education in General, Education grades 1-12:

- **Participants:**

- Committee of educators representing
 - College of Education
 - College of Art Education
 - Ministry of Education
 - National Council for Educational Research, Curriculum and Assessment (June, 2008, NAQAAE)
- **Task:**
 - Review national and international Visual Art curricula and perform needs assessment of Visual Art Education in Egyptian schools
- **Final Product:**
 - A comprehensive document that established content criteria for Visual Art
 - 21st Century Assessment and pedagogy was added

Table (1) illustrates General Skill Criteria for Visual Art Education in Egypt

Learning and Innovation Skills: creativity, innovation, imagination and invention	Develop creativity, innovation and imagination in art production and personal insight. Using the arts to express ideas, emotions and beliefs.
Critical Thinking & Problem Solving	Develop critical thinking, reflection, evaluation, art criticism, art appreciation and aesthetic response to art and nature, building criteria for evaluating art work.
Communication & Collaboration	Develop visual and verbal communication, cultural diversity. Group activities in art craft and design and community service.
Information, Media and Technology Skills	Develop visual and verbal knowledge and understanding of national and world art history. Using technology to create, perform and conduct research in the arts and advocate for art education. In addition, as a tool to access visual and digital media and verbal information. Promote the development of art practices through digital media.

Civic Art Education Life and Career Skills	Recognize the role of Arts Education in preparing audiences and different sectors of the public to appreciate artistic manifestations. Relate art activities to community needs, engaging in art activities.
Leadership and Responsibility	Choose art to produce portfolios of original artwork; participate in solo or group exhibitions. Use personal commitment and vision when reflecting upon and evaluating art. Demonstrate mastery of complex art techniques and skills. Pays great attention to details.
Productivity and Accountability	Use personal commitment and vision when reflecting upon and evaluating art. Demonstrate mastery of complex art techniques and skills. Pays great attention to details.
Global awareness, social and Cross-Cultural Skills	Understand the relation between popular, national and international history of art.
Initiative and Self-Direction	Relate art activities to community needs, engaging in art activities. Participating in the Community's cultural and artistic life. Relates art activities to community needs, knowing various careers for art in the community and understanding the productive role of handcrafts, art workshops and exhibitions in society.
Flexibility and Adaptability	Create multiple divergent thinking, sketches, ideas and integrating the arts and making connections among the arts and other disciplines.
21st Century Assessment in Arts Education	Based on competences, Quality and Accreditation Systems and Art Education Objectives through Applying Formative and Summative Assessments and Portfolio.
21st Century pedagogy	Post-Modern Trends of Art Education, Critical pedagogy, promotes awareness and critique society, respect for the value, needs, personalities of student and effective pedagogy.

Diagram (1) 21st century pedagogy describes the plan and structure of the activities, methods of theory and practice. Applied in art education disciplines; presenting how we understand and apply theoretical to practice in art education (in the third and fourth phases).

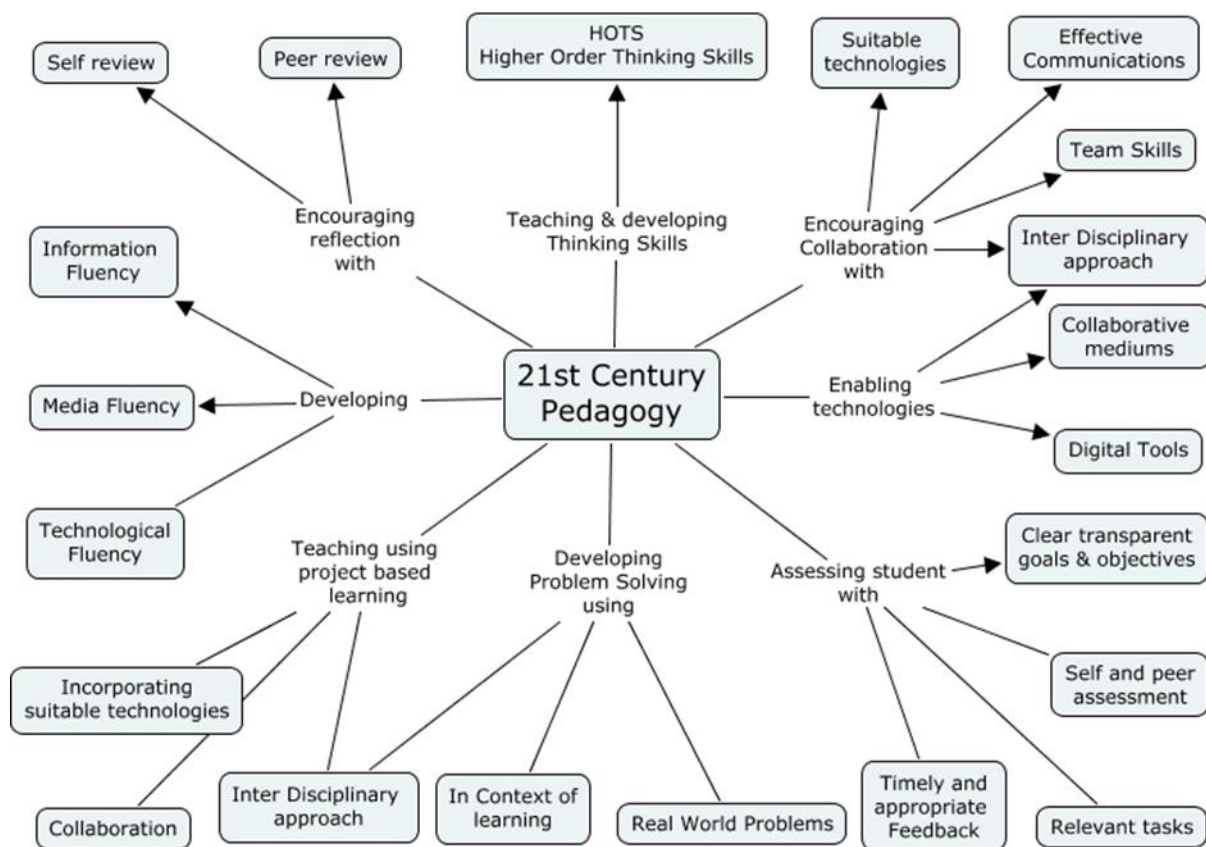


Fig (1) shows 21st Century pedagogy

Source: <http://www.teachthought.com/the-future-of-learning/a-diagram-of-21st-century-pedagogy/> December 8, 2015

THIRD PHASE - 2009: Focused on the first philosophy of 21st century skills announced in Egypt through a research published by two researchers titled "Role of the 21st century as an effective strategy for creating jobs opportunity". Concentrating on the concept of partnership, and applying a questionnaire for the first time in industrial organizations to confirm the importance of 21st century skills. At the same year in July 2009, the second research published under the title "Future visions of the role of art and technology in developing the 21st century skills ". Connecting art, 21st century skills and Daniel Pink's concept of design in his book "A whole new mind" and using technology as an educational tool for learning in contemporary education. In May 2010 with the collaboration of Dr Moushira Mattawa, we published a third paper at the 2nd World Conference on Arts Education, in Seoul, South Korea, under the title "Renewed language of arts education: creativity, interaction between theory and practice Visual Art Education in Egypt". The researchers summarized how the quality standards in the educational process and 21st century skills linked in Egyptian education. In 2016, a joint study conducted by Dr. Dina and Dr. Sahar Khalil was presented in Portugal on the current situation and problems of art education in Egypt in formal and informal education compared to the global situation in the relation to 21st Century Pertinent Skills with View on Advocacy, Networking and Research in Art Education.

This led to the spread of this approach in teaching at undergraduate and graduate levels, encouraging a group of art education professors". Ahmed Hatem, Moushira Mattawa, Ayman Nabih, Yasser Fawzy and Sahar Khalil "as a group to publish and supervise several researches at the university level, adding 21st century skills to their lectures, researches and courses. This was followed by presenting lectures in, public seminars and conferences to spread the awareness of 21st century skills and adapt them to Egyptian society in several Egyptian public and private universities in many governorates such as Mansoura, 6th of October, Cairo, Alexandria, Minya ,Zagazig and Helwan Universities). Since then they started teaching 21st century skills in undergraduate and graduate courses such as theories and methods of teaching art education, educational technology. So far, there has been nearly 76 research has published by art education professors and 99 theses were supervised or being part of the discussions committee by them.

The actual field application of the 21st century skills was in the art education curriculum introduced by Dr. Saria and Dr. Dina in the Nile Schools National project in the art curriculum, designed through partnership between Egypt Educational Development Fund and Cambridge University, were art teachers are in charge of teaching new courses such as the Global Perspective.



Fig (2) shows Egyptian map illustrating the different governorates that we gave lectures on 21st century skills

Source: http://egmap.blogspot.com.eg/2013/04/blog-post_4862.html

Thus 21st century skills became a focal point in research and teaching since the early 2000s as separate skills, in theoretical, applied research and in master and PhD theses. This impact was

not only in Egypt, but also spread as mentioned in a number of Arab countries through researches and theses written by Arab scholars from Saudi Arabia, Libya, Bahrain, Palestine, Kuwait and Iraq, which had a great impact through encouraging them to apply the results of the researches in their universities and school systems.

FOURTH PHASE: Focused on student researches in different Egyptian universities. The researchers presented their research in relation to the partnership of 21st century skills, Egyptian Art Education Skills and Contemporary trends in art education such as the study of critical pedagogy, development of habits of mind and artist habits of mind and artful thinking art production as follows:

**1- Learning and Innovation Skills:
Creativity, Innovation, imagination and invention**

- Originality and inventiveness.
- Implementing, communicating, openness and responsiveness to new and diverse ideas.
- Tangible and useful inventions and innovative contribution.
- Using the arts to express ideas, emotions and beliefs.

Table (2) illustrates analyzing researches with 21st century skills:

Research title	No. of Research
Socio-emotional intelligence	2
Teaching	11
Creative thinking- Creative skills	19
High order thinking skills - criticism	3
Habits of mind	5
Visual thinking	4
Reflection	2
Holistic experience	2
Self-orientation-freedom of expression–democracy education	3
Structural Learning	1
Innovation strategies:	
Mind Maps / Concepts - Creativity - Intellectual Flexibility - Cognitive Tools - Thinking Skills - Six Hats - Emotional Intelligence - Scamper – High order thinking skills - Brainstorming - Brain-Based Learning - Mental Capacity - Theoretical Approach	

2- Critical Thinking & Problem Solving :

- Complex choices and decisions.
- Interconnections among systems.
- Sound reasoning, significant questions, various points of view.
- problem solving Framing, analyzing and synthesizing information.
- Reflection, evaluation-building criteria for evaluating art work.

Socio-emotional intelligence	2
High order thinking skills - critic	4
Habits of mind	5
Visual thinking	5
Reflection	2

Parallel approaches - curriculum integration	2
Critical Thinking strategies:	
Mind maps / concepts - Thinking skills - Six hats - High order thinking skills - Reflection – story telling - The circular house - Problem solving	

3- Communication & Collaboration:

- Visual and verbal clearly and effectively, speaking and drawing to articulate ideas.
- effective Group activities with diverse teams.
- Flexibility and willingness helpfulness to accomplish a common goal.
- Collaboration and shared responsibility.
- Understanding national and world Visual and verbal art history.

knowledge society	3
class interaction	1
Habits of the mind	5
Visual thinking	4
Community participation	2
Illiteracy - visual culture - communication	5
Self-orientation - freedom of expression - democracy education	3
Administration	1
Communication & Collaboration strategies:	
Game strategies (manual - electronic) - Collaborative learning - story telling	

4- Information, Media and Technology Skills:

Information Literacy: • Accessing, using and evaluating information efficiently, effectively and creatively. • Understanding ethical/legal issues of access and use of information

Media Literacy: • Constructing visual and verbal media messages. • interpret how media can influence beliefs and behaviors through different messages, • Create, perform and conduct research in the arts and advocate for art education.

Quality of life	4
Knowledge society	3
Teaching	11
Class interaction	1
Visual thinking	5
Life and work skills	4
Multiculturalism -Identity	4
Illiteracy -visual culture -communication	4
Self-orientation -freedom of expression -democracy education	3
Evaluation	1
Attitudes	1
Art felids	14

ICT (Information, Communications & Technology) Literacy :

- Digital technology, communication tools and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy. • Technology, organize, evaluate and communicate information.

the knowledge society	3
Life and work skills	4
Illiteracy - visual culture - communication	4
Information, Communications & Technology:	20
(Digital Learning - Integrated Learning - Virtual Learning – Media- website- web-animation-E-Portfolio)	

5- Life and Career Skills:

- Non-Art Jobs for Students in the Art education and Art. •Creative Art Industries. •Art and 21st Century Careers

Professional development -Career coaching – Preparing for job market	4
Artistic skills	3
Life and work skills	3
Cultural and creative industries	4
Art Teacher - Educator	8
Entrepreneurship	3
productive – magnet schools	3
Life and Career strategies:	31
Training - Art rehabilitation - Expression - Artistic activities - Activity booklet - Portfolio - Technical skills - Qualifications for the labor market (labor market needs - job satisfaction - job opportunities - life and work skills) - Workshops	

6- 21st Century Assessment in Arts Education:

- Formative and Summative Assessments

Evaluation	1
Portfolio- E-Portfolio	2
Competencies	1
Performance evaluation	2
Quality and Accreditation Systems	4
Art Education Objectives	2

7- Leadership and Responsibility:

- Guiding others, problem solving, and goal achievement. • accomplishing common goals.
- Integrity and ethical behavior.

Quality of life	4
knowledge society	3
Sustainable development	1

Environmental awareness	2
Career Development -Career Coaching	4
Professional development –Training for labor market	
Life and work skills	4
Community Service - Community Participation	2
Leadership - Creative Leadership	2
Educational Supervision	2
Self-orientation - freedom of expression - democracy education	3
Leadership and Responsibility strategies:	
Training - art rehabilitation - expression - art activities - Training for labor market - workshops - mini courses - small projects - project - research	

8-Productivity and Accountability:

- High standards and quality work. • Diligence and a positive work ethic. •Pays great attention to details. •Mastery of complex art techniques and skills.

Educational values- Career Development -Career Coaching	3
Professional development –Training for labor market - Career Coaching	4
Life and work skills- De Bono thinking, values	5
Standards	6
Administration	1
Cultural and creative industries	4
productive – magnet schools	3
Productivity and Accountability strategies:	
Training - art rehabilitation - expression –Art activities - Training for labor market - workshops - mini courses - small projects - project - research	

9- Social and Cross-Cultural Skills :

- Working productively with others. • Collective and multiple intelligence of groups.
- Cultural differences, innovation and quality of work. • National and international relation between art history and popular art.

knowledge society	3
Visual and verbal intelligence	2
Socio-emotional intelligence	2
Creative skills - creative thinking	18
High order thinking skills - critical thinking	2
Habits of mind	5
Visual thinking	4
Reflection	2
Career Development - Career Coaching - Training for labor market	4
Life and work skills	4
Multiculturalism - Identity	4

Community Service - Community Participation	2
Self-orientation - freedom of expression - democracy education	3
Administration	1
Globalization	1
Value system	1
Learning environment (School - museum - educational exhibitions)	7
Communication (verbal - visual)	7

10- Initiative and Self-Direction:

• Understanding and learning needs. • explore and expand learning and opportunities to gain expertise. • advance skill levels towards a professional level. • Defining, Personal prioritizing and completing. • Time efficiently and managing workload. • Learning as a lifelong process.

Creative skills - creative thinking	18
Career Development - Career Coaching - Training for labor market	4
Life and work skills	4
Collective Experience	2
If-orientation - freedom of expression - democracy education	3
Evaluation	1
Entrepreneurship	3
Pedagogy postmodern	2
Learning skills - Self-learning - Decentralization in education	5
Initiative and Self-Direction strategies:	
Training - Art rehabilitation - Expression - Artistic activities - Activity booklet - Portfolio - Training for labor market - Life and work skills - Workshops - Mini courses - Small projects - Project - Research	

11- Flexibility and Adaptability:

• varied roles and responsibilities. • Effectively and achievement in a climate of ambiguity and changing priorities. • Quality of life.

Quality of life	4
the knowledge society	3
sustainable development	1
Creative skills - creative thinking	18
Career Development - Career Coaching	4
Life and work skills	4
Collective Experience	2
Self-orientation - freedom of expression - democracy education	3
Entrepreneurship	3
Globalization	1

Flexibility and Adaptability Thinking strategies :

Creativity - Intellectual Flexibility - Thinking Skills - Six Hats - Emotional Intelligence - Scamper - Meditation - Problem Solving

Target group:

The research focused in different groups, which appeared in all education stages in pre-university and university students, graduates, gifted and special needs child, teachers and elderly as shows below:

Table (3) illustrates the research target group

Target group	Number of researches
Kindergarten Children	4
Primary and preparatory students	69
High school students	3
Graduates of art education colleges	2
Students - Teachers - Researchers	23
Art Education Teachers	28
Facilitator - Art – Artists- cultural institutions facilitators	5
Elderly	1
Students with special needs	3
Talented	4
Mental disabilities	2
Blind	2
Cancer patients	5
Autistic	3
ADD -ADHD	4
Homeless-young mothers (victims of physical violence)	1
Addicts	1

We can notice that the highest number of researches was for “Primary and preparatory students “which account the most important stage for students then “Art Education Teachers” came next because the important role for the teacher.

Table (4) illustrates the number of research by years:

Years	Number of research (175) by year:
From 2000 to 2006	14
2008	13
2009	9
2010	8
2011	9
2012	16
2013	12
2014	9

2015	21
2016	37
2017+ ongoing	10+17

We can notice from pervious table the increasing numbers from year to another, the highest one was in 2016 because of their participation in the AmeSEA Congress.

Table (5) illustrates countries where applied research took place:

Country	Number of researches	Foreign countries where research has been published
Egypt	101	Korea - Italy - America - Spain - Portugal - Cyprus - Norway - ...
Kuwait	5	
Iraq	12	
United Arab Emirates	1	
Bahrain	3	
Jordan	1	
Libya	1	
Palestine	1	

The different Arab countries that applied research, where Iraq came first in numbers of scholarship.

Table (6) illustrates Type of researches:

Type of researches	Number
Thesis (Master - PhD)	99
Scientific research	76

FIFTH PHASE:

Focused on applied perspective of 21st century skills in workshops replaying to the (InSEA) call for participating in the World Art Education Week, in accordance with the Second UNESCO International Conference on Arts Education held in Seoul recommendations. Were they announce that Arts "Education is not only the child right from early stages to adults, but also is a lifelong education", One other important outcome of the conference was the call for an annual World Art Education Week in May of each year.

The result of this call had a great echo locally, regionally and internationally, (InSEA) adopted the follow up of the event presenting its results on its website. At the local level, Egypt adopted the annual World Art Education Week under the UNESCO and (InSEA) logo aiming to provide an applied perspective of 21st century skills for the child, workshops. The twenty-first century witnessed a wide-ranging transformation in the perception of education in general and the relationship of educations focusing on the development of the mind and not knowledge, And on the holistic experience, not only within the framework of knowledge and its integration but also within the globalization. The goal of education is not limited only

to preparing a knowledgeable and graduate, but preparing a graduate who is able to compete and succeed in life, work not only at the national level but also at the global level.

A group of members of the (InSEA) carried out the first participation in the annual World Art Education Week in partnership with the Ministry of Culture presenting five workshops in El Guezira Gallery in 2013:

- 1- Dr Moushira supervised Art Education students in a food and culture art project in the context of twenty first century, global perspective, presenting food as shaping cultures and planetary awareness.
- 2- Dr Hatem supervised Art Education students to produce a series of Advertising Promotion films presenting the ability of Art professor's processes in teaching different fields of art.
- 3- Dr Ayman supervised Art Education students created architecture spatial spaces expressing the identity of Egyptian cultural environment, value and tradition integrating (function, expression and beauty). Building Markets of museums, Public Baths (Hammam).
- 4- Dr Sahar supervised Art Education students produced a series of micro-art presenting ideas and workshops to promote the Green environment concept in the art of environmental of changing the lifestyle.
- 5- Dr Hala El Razzaz supervised Art Education students to create awareness and positive attitude towards questioning cultural beliefs threw studding the conceptual art critical and aesthetic approach and create contemporary innovative work.

Since 2014, Dr. Dina, through the Faculty of Specific Education, Alexandria University, in cooperation with a group of organizations, and NGOs, has held the most important local and international workshop events celebrating the World Art Education Week through the past four years. Cooperating with the Ministry of Education where arts instructors, education - music education and schoolteachers were invitation to attend with students from different educational levels in the workshops, with the support and presence of companies interested in arts such as:

1. The (AmeSEA).
2. Bibliotheca Alexandrina.
3. Arab Academy for Science.
4. Alexandria Atelier.
5. Fine arts museum.
6. Maritime Museum.
7. Alex workshop Center.
8. Asdaa Association for Development of Deaf.
9. Caritas - Egypt.

The Faculty of Specific Education annual international celebration includes a number of art workshops, symposia, round tables, concerts, children art exhibitions and children with special needs art exhibitions, it includes hosting international artists, researchers and schoolteachers.

In conclusion to activate the role of art education in society in general and to provide arts activities from kindergarten to universities. There are a set of recommendations, as follows:

1. Establishing partnerships between different parties to coordinate in creative, innovative workshops in future research projects.
- 2 - Organizing an international creative art workshops conference and publish it internationally.
- 3 - Activating cooperation between the university and businesspersons to create innovative artistic investments with economic benefits, and provide job opportunities for graduates.
- 4 - Connecting creative arts with art and art education to celebrate the World Art Education Week.
- 5 - Holding exhibitions for selling children's art to encourage participation in Art Education Week .

Table (3) illustrates an inventory of the number of activities, participants, supporters and guests of honor in the Arts Education Week during the previous three years:

	May 2014	May 2015	May 2016
Sponsors	(InSEA), Arts Center, Bibliotheca Alexandrina, Alexandria Atelier, Maritime Museum, ASDAA Association for the Development of Deaf and Hearing Impaired, Caritas and City Center for special needs.	(InSEA) Arts Center, Bibliotheca Alexandrina, Alexandria Atelier Fine arts museum, Maritime Museum, Alex workshop Center, (Remedy Project), ASDAA Association for the Development of Deaf and Hearing Impaired, Caritas and City Center for special needs.	(InSEA) Arts Center, Bibliotheca Alexandrina, Alexandria Atelier, Maritime Museum, ASDAA Association for the Development of Deaf and Hearing Impaired, Caritas and City Center for special needs.
Number of activities	22 workshops 2 Seminar 2 Art Exhibition Art Competition 2 Music Concert	32 workshops 2 Seminar 2 Art Exhibition Art Competition 2 Music Concert	35 workshops 6 Seminars 3 Technical exhibition Art Competition 2 Music Concert
Participants	Artists – teachers and Mentors – school children – sports clubs – children with special needs - University professors and students	Artists – teachers and Mentors – school children – sports clubs – children with special needs – university professors and students	Artists – Teachers and Mentors – Participants Children from schools – Sports clubs – Children with special needs – University professor and students
Guests of honor	Egyptian and international artists (from the Netherlands and Tunisia)	Egyptian and international artists (from Spain and Morocco)	Egyptian and international artists (from England and Oman)

A future perspective for of 21st century skills studies in art education in Egypt in terms of:

Based on the analysis of previous studies through the current research, a system of studies and research in the future built to apply 21st century skills in art education, as shown in the following diagram:

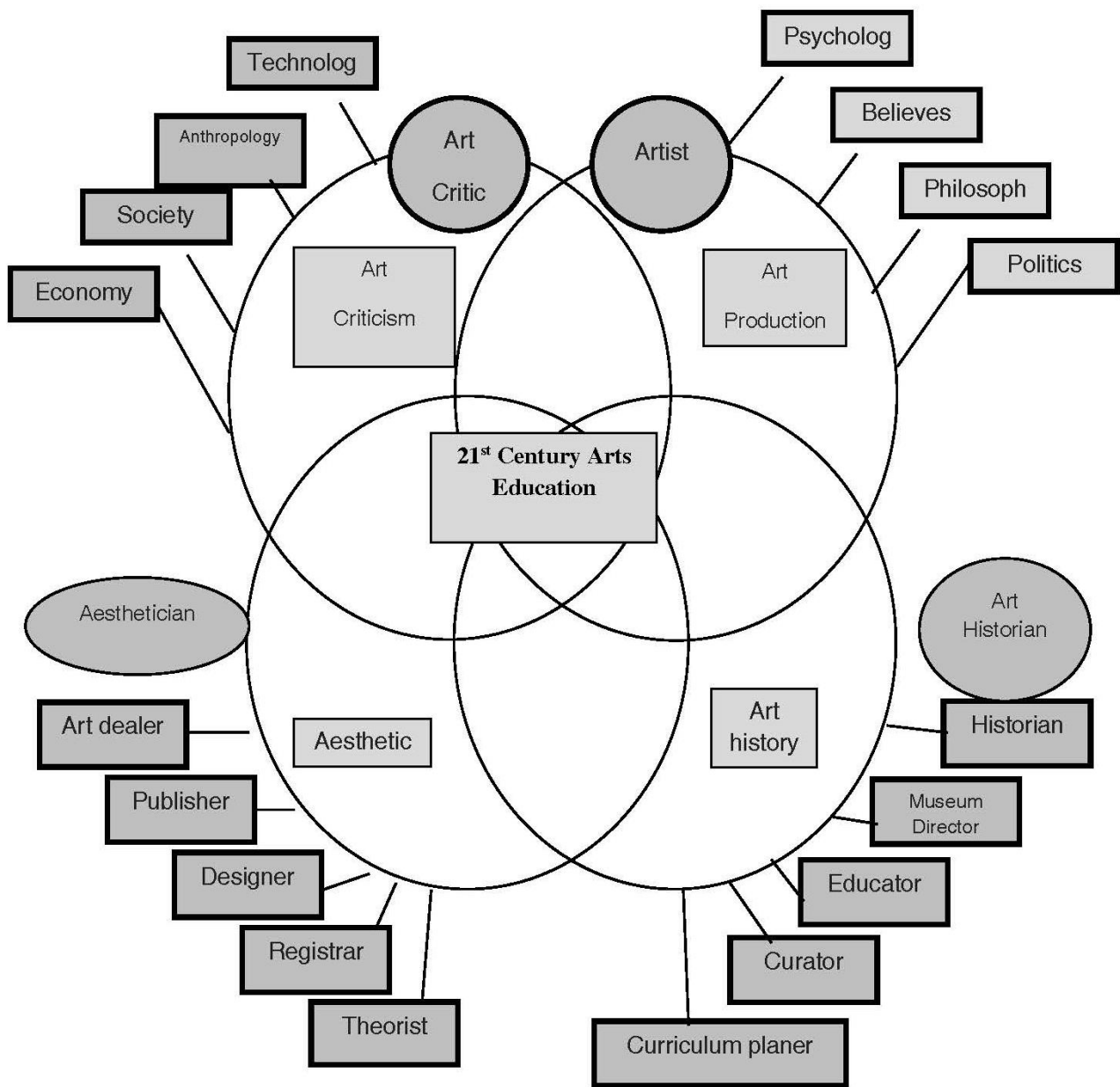


Diagram (2) Art Education fields and its implications in the future vision

The axis of the future vision:

1- Research:

- Further awareness of merging 21st century skills into deferent dimensions and research levels.

- Intensive and in-depth research and study of some skills such as Creative Entrepreneurship risk for creative students, developing culture and Media Literacy.
 - Addressing new in art education skills research in Egypt such as Health Culture – Time Management – Civil Culture – Economics and Finance.
 - Non-Art Jobs for Students in the Art education and Art.
 - Focus on the artistically talented and creative students programs based on 21st Century Skills Framework
- 2 – Taking into account the Egyptian culture in the dissemination of new concepts, addressing them in a manner appropriate to a balance global and national identity such as:
- Activate the partnership between research in the education institutions, and local and global industry.
 - Multiculturalism
- 3- Strategic planning:
- Raising awareness of the importance of developing 21st century skills as a general orientation.
 - Spread 21st century awareness in Arab countries.
- 4- Art Education Week:
- Planning for the celebration of art education week at the level of many Egyptian governorates, this objective started in 2017, were more than seven provinces participated for the first timer.

References:

Digital Transformation: A Framework for ICT Literacy, 2002. Report by the International Information and Communication Technologies (ICT) Literacy Panel for the Educational Testing Service (ETS). Available at: www.ets.org/research/ictliteracy/index.html.

Friedman, T.L., (2005). The World is Flat, Farrar, Straus and Giroux, NY, p-p404 -417

National Art Education Association (NAEA), professional standards for visual arts education. From. <https://www.arteducators.org/learn-tools/national-visual-arts-standards>

NASAD. (2008). Professional combination degrees in studio and art history. Handbook 2007-2008.second edition, from. <https://nasad.arts-accredit.org/>

NCATE.(2006).Professional standards for the accreditation of schools, colleges and departments of education, from. www.ncate.org/documents/standards/unit_stnds_2006.pdf

National Quality Assurance and Accreditation Committee (QAAP). (2007). Guidelines for the Preparation of National Standard Academic Standards for Higher Education in Egypt

National Standards of Education in Egypt. (2003). first glory Ministry of Education Egypt.

Pink D. H. A., (2005).Whole New Mind, New York: Riverhead books. , p-p 85-101

Program for establishment of internal systems for quality assurance in the faculties of specific education and kindergartens. Preparation of the performance stander of student teacher. Trainer's manual - ERP workshop 20 - 24 April 2008.Egypt.

UNESCO (2007, March). Three factors for 21st century technology integration technology & learning. Road map for arts education, the world conference on arts education: Building creative capacities for the 21st century, Lisbon.

Sedki, S., & Adel, D. (2009, April). Role of 21st Century as an effective strategy for creating jobs opportunity. Accreditation of institutions and programs, Higher education quality in Egypt and the Arab world. Faculty of Specific Education, Mansoura University.

Sedki, S., & Adel, D. (2009, July). Future visions of the role of art and technology in developing the skills of twenty-century. International Conference and Exhibition VIII e-Learning, ICT-Learn 2009 Conference. "Integration of technologies-to achieve excellence in the educational process". Secretariat of the League of Arab States.

Sedki, S., Mattawa, M., & Adel, D. (2010, May). Renewed language of arts education: creativity, interaction between theory and practice Visual art education in Egypt. Second World Conference on Arts Education. UNESCO. Seoul. Korea.

<http://www.teachthought.com/the-future-of-learning/a-diagram-of-21st-century-pedagogy/December 8, 2015>

http://egmap.blogspot.com.eg/2013/04/blog-post_4862.html