

Article title with the same font type and size Times New Roman Size 18

Name and title of the principal researcher
Academic rank, department, and university
Year of publication of the research in Gregorian calendar
Size 12 Time new romans

Abstract:

The general objective of the study: Here the purpose of the study is written, here the purpose of the study is written, here the purpose of the study is written, here the purpose of the study is written, here the purpose of the study is written, here the purpose of the study is written.

Methodology/ research methods: In this paragraph, the methodology used in the study is written, and the various approaches included in it (methodology is the general philosophical and theoretical framework that justifies the choice of research methods, while methodology is the specific strategy or method (descriptive, experimental) to address the problem of the study, and research methods are practical tools and techniques for collecting and analyzing data. The methodology is more comprehensive, the method is its application, and the methods are executive procedures).

Findings: In this paragraph, some important results reached by the research are written. In this paragraph, some important results reached by the research are written.

Originality of the research: This paragraph writes the originality of the research and shows the strengths of the research outcomes in finding possible solutions to the problems addressed in the research, in addition to highlighting the importance of the research in finding institutional solutions for quality and excellence in education for peace, development and innovation.

The abstract and its four required paragraphs must not exceed 250 words.

keywords: 4 to 6 keywords as maximum, 4 to 6 keywords as maximum, 4 to 6 keywords as maximum, 4 to 6 keywords as maximum.

1. Introduction

The introduction of scientific research is considered its first interface and an essential part that paves the subject and is characterized by brevity and clarity and the inclusion of ideas from public to private. It includes a precise determination of the research problem, its importance, its objectives, its hypotheses, and the methodology used to attract the reader and give him a comprehensive view of the structure and content of the study without prolonging, while away from personal opinions.

When writing the introduction to scientific research, the researcher must consider that this introduction includes a number of basic and important specifications that give this introduction its final scientific, correct and interesting form for the readers. One of the most important specifications of the introduction to be written in scientific and accurate language, taking into account that it is as easy and simple as possible to make it easier for readers to understand this introduction fully without referring to another way to understand the content of the introduction of scientific research, the more a researcher is able to communicate his ideas in easy and simple language, the more successful his research will be in readers. Also, one of the most important specifications provided in scientific research that the researcher write the reasons and motives that led him to do his own scientific research, which shows significantly the importance of this topic and the extent of its impact on the researcher, which prompted him to search for him. it also refers to the importance of this topic in scientific and human development or the cause of the scientific problem that the researcher finds solutions to through his own scientific research.

2. Problem of the study:

The formulation of the study problem in scientific research requires precise criteria to ensure its quality and searchability, the most prominent of which are : Clarity and accuracy, modernity and originality, the ability to search and solve, and the identification of dependent and independent variables. The problem must be realistic, non-artificial, of scientific and applied value, and linked to the knowledge gap in previous studies. All research that does not accurately identify a study problem or attempts to fabricate unrealistic quality problems in education will be rejected. The actual proof and confirmation of the existence of the study problem, in order to be able to find possible solutions to it through the methodology, methods and methods of study.

The steps to formulate the study problem are as follows:

- **Feeling the problem:** Identifying a phenomenon or research gap.
- **Title wording:** To be expressive and specific.
- **Writing the Main question:** Turning the problem into a fundamental question.
- **Sub-question formulation:** Break down the main question into smaller questions.

- **Defining the limits of the problem:** Spatial, temporal, objective.

3. Objectives of the study:

The criteria for selecting study objectives in the UNESCO Regional Centre for Quality and Excellence in Education Scientific Journal research are that they should be formulated according to the Smart Model to be specific, measurable, achievable, relevant and time bound. Objectives must be directly related to the research problem, and be realistic, achievable within available resources, and linked to the study hypotheses, which ensures the accuracy of the results.

- **Specific:** (Specific) the clarity and ambiguity of the objectives of the study, so that it clarifies exactly what the researcher is seeking to achieve.
- **Measurable:** (Measurable) the ability to measure goals quantitatively or qualitatively to assess the success of the study.
- **Achievable:** (Achievable) realistic goals and the researcher's ability to accomplish them based on available resources and time.
- **Related:** (Relevant) objectives are closely related to the research problem and its underlying topic.
- **Time-bound** (time-bound) setting a time frame for achieving goals.

In formulating the objectives of the study, the following should be considered:

- **Link to research methodology and hypotheses:** Objectives should serve hypotheses and lead to logical scientific results.
- **Clarity and linguistic accuracy:** Formulate goals in clear procedural terms (e.g., identify, analyze, test, detect) and avoid ambiguous words.
- **Logical gradient:** The order from the general (main) objective to the special (sub) objectives.
- **Comprehensiveness and realism:** Ensure that the goals cover all aspects of the problem, but within available capabilities.
- **Bridging the knowledge gap:** Goals contribute to adding new knowledge or solving a real problem.

4. Importance of the study:

The criteria for selecting the importance of the study are to highlight the scientific and practical value of the research, through originality, ability to fill knowledge gaps, and link to contemporary issues, while clarifying the benefits to society and institutions. The importance lies in justifying the reason for conducting the study, adding new to the specialized field, and ensuring that the results can be applied effectively and usefully, and the importance is separated into branches as follows:

- Academic importance.
- Importance of knowledge.

- Economic importance.
- The social importance.
- The cultural importance.
- Importance of application.
- Other according to the study subject.

5. Study limits:

The limits and limitations of the study are a necessary framework set by the researcher (spatial, temporal, objective, and human) to adjust the scope of his research, focus on specific goals, and avoid dispersion, while clarifying the obstacles (determinants) that may affect the results. Criteria include: Clarity, objectivity, accuracy in sample selection, suitability for research objectives, and determination of temporal and spatial dimensions.

First: The criteria for selecting the study limits (deadlines) set by the researcher:

- **Objective limits (topic) :** Define the exact aspects of the problem and the justification for their selection, which are mandatory limits for the success of the research.
- **Spatial boundaries (location):** Determination of geographical scope (state, city, institution).
- **Time limits (time):** The time period specified for conducting the study or covering the data (beginning and end).
- **Human boundaries (sample):** Identify the target group of the research community (representative sample).
- **Compatibility:** Ensuring that the boundaries are consistent with the research objectives, questions and assumptions.

Second: The criteria for determining the determinants of study (limits) imposed on the researcher:

- **Honesty and objectivity:** Honestly state the obstacles that the researcher was unable to control (such as lack of references, lack of cooperation, lack of time, study tool).
- **Impact on results:** Demonstrate how these constraints affected the ability to generalize results.
- **Specificity and accuracy:** Clearly explain the limitations (e.g., "a sample less than 10 years old was excluded").

6. Theoretical framework: (Main title volume 16)

6.1 Key theories that will be relied upon to lead study questions and assignments: (Title level 2 Volume 14)

6.1.1 The first theory that will be relied upon lead the study assignments: (Titles should not exceed 3 levels, then can be switched to drip (▪) (level title 3 volume 12)

The selection of the theoretical framework for scientific research is a fundamental process based on the compatibility of the theory with the research problem and its objectives, and

its comprehensiveness to explain the variables of the study. The selected theories should be relevant to the research topic, flexible and applicable, based on reliable previous studies, and should support the formulation of hypotheses and assist in the analysis of results.

The criteria for selecting the appropriate theoretical framework for the research of the scientific journal of the UNESCO Regional Centre for Quality and Excellence in Education are:

- **Compatibility with the research problem:** The theory should directly explain the phenomenon studied and support the research problem, serving as a backbone of the research submitted for arbitration and the possibility of publication in the scientific journal of the UNESCO Regional Centre for Quality and Excellence in Education.
- **Flexibility and applicability:** Choose a theory that can be modified and adapted to fit the context of the research, with the potential to relate it to reality.
- **Comprehensiveness and depth:** The theory covers all aspects of the problem and the main variables (dependent and independent).
- **Suppositional support:** The ability of a theory to explain relationships between study variables and to help formulate hypotheses and questions.
- **Highlighting scientific novelty:** Providing new information or a research vision that contributes to bridging knowledge gaps.
- **Relying on theory in the design of study tools:** There should be no objective isolation between the theories that have been relied upon and the study tools (e.g. theoretical frameworks are used to measure the acceptance of university students to integrate artificial intelligence technology in the electronic services provided to them, and study tools are designed (questionnaire or other) measures economic indicators in the integration of artificial intelligence into electronic services in universities).

7. Previous studies and experiences best practices:

The criteria for selecting previous studies and experience best practices in scientific research depend on the novelty, reliability, and close relevance of the research topic, where it is preferable to choose primary sources and referred journals, and avoid old studies or not directly related to the research problem to ensure the quality and accuracy of the theoretical framework.

The most important criteria for the selection of previous studies:

- **Close correlation:** (Relevance) choose studies and experiences best practices that address the same research topic or key variables directly relevant, avoiding general studies that waste effort.
- **Novelty:** (Recency) rely on the latest available studies and experiences best practices and avoid very old studies (preferably no more than 10 years) to ensure that useful and new information is provided.
- **Primary and Court sources:** (Credibility) take from peer-reviewed scientific journals, officials reports, authoritative journals, and university letters, and avoid unreliable or secondary sources.
- **Study quality and credibility:** Ensure the accuracy of the methodology and tools used in previous studies, and the validity of their results.
- **Diversity and neutrality:** (Objectivity) view studies supporting and opposing the

researcher's ideas and stay away from bias.

- **Comprehensiveness and brevity:** Focus on substantive ideas and outcomes without tedious prolongation, arranged in chronological order or by variables.

8. Questions and Study requirements:

The questions and assumptions of the study in scientific research require precise criteria to ensure the quality of the study, most notably clarity, accuracy, testable and measurable, and close association with the research problem and its objectives. Questions should be specific and uncomplicated, while hypotheses are formulated as temporary solutions that reflect relationships between variables, supported by previous studies and scientific objectivity. Scientific research can only include study questions, it can only include study assignments, and the same scientific research can include study questions and hypotheses combined.

The criteria for selecting and drafting **research questions in the** Scientific Journal of the UNESCO Regional Centre for Quality and Excellence in Education are as follows:

- **Clarity and accuracy:** Questions should be clear and specific, unexplainable or ambiguous, and far from double-sided questions.
- Ability to respond in the light of available resources and capabilities.
- **Problem-related:** Questions directly reflect the research objectives and main topic.
- **Procedural Questions:** Contain clear procedural words that explain the variables.
- **Arousing curiosity and novelty:** The questions are appealing and offer new scientific benefits.
- **Avoid suggestions:** Questions do not suggest specific answers or be framed in embarrassing terms.
- **Logical sequence:** Questions are arranged in sequential numbers for easy inference.

The criteria for the selection and formulation of **scientific research assignments** in the Scientific Journal of the UNESCO Regional Centre for Quality and Excellence in Education are as follows:

- **Clarity and accuracy:** The assumptions must be specific and clear, free from ambiguity or generalization.
- **Testable:** The hypothesis must be verifiable and measurable through scientific research tools.
- **Correlation between variables:** The hypothesis indicates the existence of a relationship between two or more variables (independent and continuous variable).
- **Scientific basis:** The hypothesis is based on solid scientific foundations, such as previous theories or studies.
- **Objectivity and neutrality:** Avoid personal bias in the formulation of assumptions.
- **Proportion to the type of research:** Selection of hypotheses (direct, zero, directional, non-directional) in proportion to the nature of the study.

9. Methodology, samples and procedures of the study:

9.1 Methodology of the study:

The study methodology and procedures are chosen based on the nature of the research problem, the objectives of the study, and the type of data required (quantitative or qualitative), to ensure accuracy and objectivity. The main criteria include: The appropriateness of the approach to hypotheses, taking into account the characteristics of the research community, the time and resources available, and reviewing previous studies, with the need to adhere to neutrality and scientific ethics in all procedures.

Researchers who submit their research for arbitration and publication in the UNESCO Regional Centre for Quality and Excellence in Education Scientific Journal must distinguish between methodology, curricula and methods. The distinction between methodology, approaches and methods lies in the levels of abstraction and comprehensiveness in scientific research; methodology represents the overall philosophical and strategic framework that justifies the choice of approaches, while methods (methods) are the plans and steps that organize the collection of data (e.g. descriptive, empirical, historical, inductive. Methods (techniques/tools) are practical tools such as interviews or questionnaires, systematic literature analysis (systematic literature review), meta-analysis (meta-analysis) and others.

The methods used to achieve each of the objectives of the study should also be clarified.

9.2 Community and study samples:

Selecting a community and sample study is an essential step in ensuring the validity and generalizability of research results. The criteria are based on accurate identification of the target group, homogeneity, real representation of the community, appropriate to the research objectives, adherence to ethical standards, the size of the sample is proportional to the nature of the study. Usually from 1% to 10% for large communities.

In the research process, it is not possible to make measurements or observations on all the vocabulary of the research community involved in the topic. It is necessary to extract a representative sample of the community (Aktouf, 1987). In the case of small communities, a sample is selected as recommended by Roussel et al. (2002), choosing the lowest sample size of at least 100 to 150 individuals. The sample must adhere to this rule in the scientific journal of the UNESCO Regional Centre for Quality and Excellence in Education; Similarly, the sample size should not be less than five times the number of survey tool questions in the case of questionnaire-based research (for example, if the number of questions reaches 40, the sample of the research study should not be less than $40 \times 5 = 200$ individuals Roussel et al. 2002, p. 49).

9.3 Study procedures:

In the formulation of the study procedures, the following subheadings are adhered to, and other headings related to the procedures may be added:

9.3.1 Data collection tools:

Data collection tools are the methodological means (questionnaire, interview, observation, tests) used by the researcher to collect and analyze information to achieve the objectives of the study. Choosing the right tool, based on the nature of the research (quantitative or qualitative), is essential to ensure the accuracy and reliability of the results.

9.3.2 Tests of validity and reliability of data collection tools:

Validity tests (validity) and reliability (reliability) are two key pillars for ensuring the quality of scientific research and the acceptance of its results in the scientific journal of the UNESCO Regional Centre for Quality and Excellence in Education.

Validity measures the extent to which a tool can measure what it has already been developed to measure, as follows:

- Content validity: (Content validity) ensure that the tool covers all aspects of the phenomenon studied, often through expert judgment.
- Virtual validity: (Face validity) the suitability of the tool for the study community in terms of clarity and language.
- Concept validity (construct validity): The compatibility of the results of the tool with the scientific theories explaining the phenomenon.
- Validity associated with a test: (Criterion validity) compares the results of a tool with the results of another known and reliable tool.

Credibility and stability are intended to ensure the stability and consistency of the results when the tool is reapplied under the same conditions, as follows:

- Cronbach 's Alpha (Cronbach's Alpha) is the most common measure of internal consistency between instrument items (preferably higher than 0.70).
- Method of re-testing: (Test-test) apply the tool twice to the same group with a time difference and calculate the correlation coefficient between the results.
- Split-half (split-half) divides the test paragraphs into two halves and calculates the correlation between them.

9.3.3 Justification of statistical measurements used in data collection and analysis:

The statistical measurements selected are justified based on the nature of the data (qualitative/quantitative), the objectives of the scientific research, and the distribution of the data to ensure the accuracy of the conclusions. Descriptive statistics (arithmetic mean, median) are used to summarize data, and deductive statistics (test, variance analysis to test hypotheses,

adopting standard deviation to measure dispersion and ensuring sample representation of the community.

Modern software (SPSS, R, Python) is used for fast and accurate analysis and handling of complex data.

9.3.4 Justify the choice of the theoretical framework that led the questions and assumptions of the study:

The importance of justifying the choice of a theoretical framework lies in its ability to provide the rationale that connects variables and guides the course of scientific research. Here are the key points to justify this choice:

- **Objective relevance:** The framework is selected based on its high capacity to interpret the phenomenon in question.
- **Hypothesis generation:** The choice is justified by the ability of the framework to provide accurate scientific predictions; According to the Scientific Research Platform, the framework helps formulate measurable research questions based on past knowledge accumulation.
- **Methodological consistency:** The selected theoretical framework ensures the unity of the tools and methods used, which gives the study scientific credibility and prevents dispersion between conflicting theories.
- **Bridging the knowledge gap:** Justification is used to illustrate how this framework will specifically address shortcomings in previous studies or provide a new perspective on the problem.

9.3.5 Presentation of study results:

The formulation of study results is the stage of presenting the evidence that the researcher has come up with to answer the study questions or test its hypotheses. The results must be objective, accurate and concise, linked to objectives, and supported by data (tables/graphs). The wording involves using the time of the past (done/arrived at) to document what has been achieved.

Each research study question must have separate results in the form of attached tables and graphs in this paragraph.

The most important criteria for formulating results are:

- **Linking to objectives, study questions and assumptions:** The results section should directly answer research questions and confirm or deny hypotheses based on statistical analysis.
- **Objectivity and scientific honesty:** Present results as they are (even if they violate expectations) without bias and avoid emotional statements.
- **Accuracy and brevity:** Present results directly and accurately, avoiding unnecessary prolongation and narration.
- **Organization and ranking:** Organize the results logically (often according to the sequence of study questions or objectives), preferably using points.
- **Supporting results with evidence:** Use of tables, graphs, and statistical analysis.

- **Non-interpretation:** The formulation of the results is limited to what the researcher found, while the interpretation of the "discussion" clause is given.
- **Avoid new information:** Do not include results that were not related to the methodology used or ideas that were not discussed in the theoretical framework.
- **Use precise language:** Avoid undefined expressions and use clear scientific terms.

What to avoid when formulating results are the following:

- Presenting results without analysis or interpreting them prematurely.
- Repeat the data in tables within text in long terms.
- Report results that are not directly related to the study questions.

Example of results-based graphics:

The following table shows the differences between methodology, approaches and methods in scientific research to be taken into account in the drafting of the research sent to the Scientific Journal of the UNESCO Regional Centre for Quality and Excellence in Education (the same format as the next table and the type and size of the font should be taken into account in all tables that are integrated into the entire research).

Table (1). Explain the differences between methodology, methods and tools

Face of comparison	Tools	Methods	Methodology
Nature	Practical steps of application	General plan of action	Theoretical and philosophical framework
Inclusivity	The most accurate and specific	Medium coverage	The most comprehensive
Functions	Data collection and analysis	Organizing the research steps	Justification and choice of method
Examples	Identification, interview, observation, document analysis, systematic analysis of literature, meta-analysis, structural rate modeling, environmental survey, and others	Descriptive, empirical, historical, inductive, comparative, deductive	Qualitative research, quantitative research

Example of results-based graphics:

Participants confirmed the priority of providing a number of capabilities to ensure the success of these programs and projects, the most important of which is providing human capabilities at a high rate of (19%), followed by financial capabilities and technical capabilities at a rate of (18%) each, then qualitative partnerships, communication and promotion at a rate of (16%) each, and organizational capabilities at a rate of (16%), as shown in the following graph:

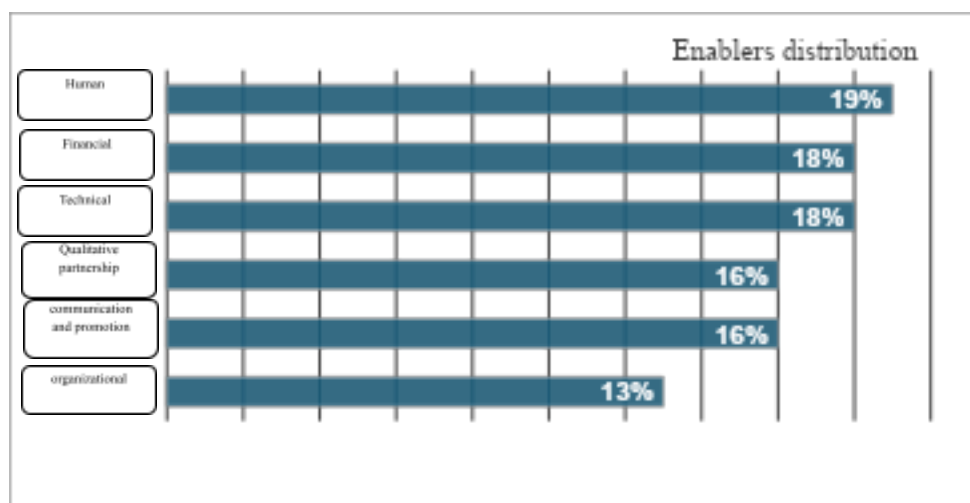


Illustration No. (1). Distribution of enablers to ensure the success of the programs and projects proposed by the beneficiaries to achieve the first strategic goal of UNESCO.RCQE

10. Discussion of study results:

The criteria for discussing the results of scientific research include interpreting the results, linking them to the hypotheses of the study, and comparing them to previous studies. Follow the logical sequence, use tables and graphs, clearly articulate, and highlight possible interpretations of the results. Criteria also include clarifying the importance of the study, stating shortcomings, and making recommendations for future research, while avoiding excessive use of speaker pronouns.

The main criteria for discussion of the results can be summarized in the following points:

- **Interpretation and significance:** Interpret the results in depth and relate them to the primary purpose of the research and its questions.
- **Comparison and linking:** Compare current results with the results of best practices, and with the intellectual framework and previous studies to clarify similarities and differences and give appropriate legitimacy to the results achieved.
- **Logical sequence:** Arrange the results according to the study questions, start with the introduction and then the limited results down to the public.
- **Use of illustrative means:** Use of illustrative techniques (conceptual maps, etc.) to clarify the results, while ensuring the accuracy of the data.
- **Scientific method:** Use precise objective language, avoid personal statements ("in my view") and replace them with scientific statements ("the results indicate...").
- **Highlight research aspects:** Identify shortcomings, constraints, and unexpected outcomes.

The discussion chapter is the part in which the researcher highlights his ability to analyze and understand the results of his study and put them in the correct scientific context.

Conclusion

Conclusion criteria for scientific articles regarding quality and excellence in education focus on empirical validation, holistic improvement strategies, and alignment with institutional goals. Key criteria include demonstrating significant impacts on student outcomes, the effectiveness of Total Quality Management (TQM) and accreditation frameworks, and the alignment between pedagogical practices and student achievement.

Key conclusion criteria often analyzed in education studies include:

- **Impact on Student Performance:** Conclusions must demonstrate how educational initiatives improve student knowledge, skills, and overall performance.
- **Effective Quality Management (QM) Practices:** Evidence of how quality assurance, total quality management, and accreditation frameworks lead to organizational excellence and improved educational delivery.
- **Alignment of Goals:** Successful studies highlight the need for alignment between the institution's mission and its practical, operational implementation (e.g., teaching, curricula, student support).
- **Stakeholder Engagement:** Findings should show that improvement is driven by engaging with students, faculty, and industry stakeholders.
- **Transformation and Sustainability:** Studies often conclude that excellence is achieved through transforming teaching practices and maintaining long-term, sustainable quality assurance systems rather than one-time improvements.

Articles that meet these criteria generally demonstrate that quality is a collaborative, iterative process, rather than a fixed standard.

Implication and future directions:

Implications and future directions in Quality and excellence and education research focus on translating theoretical, high-rigor studies into actionable policy and practice. Key criteria include demonstrating practical utility, fostering adaptive, context-specific quality systems, and utilizing longitudinal, mixed-methods to improve student outcomes and institutional accountability.

References

All research references of the Scientific Journal of the UNESCO Regional Centre for Quality and Excellence in Education must be documented according to the latest edition of the document:

<https://apastyle.apa.org>

Arabic references:

The documentation of the search in Arabic according to the seventh version (APA 7) depends on the division of the documentation into two levels: Within the body of the search (citation), and in the list of references at the end of the search.

First: In-text Citation

The author's last name and year of publication are indicated in parentheses.

- **One author:** (Author's last name, year, page number if any) example (Zahrani, 2023, p. 45).
- **Two authors:** (Family of the first and family of the second, Sunnah) example: (Qahtani and Shammari, 2022).
- **Three or more authors:** Only the name of the first author followed by the word "and others" (family of the first and others, Sunnah).
- **No date:** The place of the year (DT) is written.

Second: References List

References are arranged alphabetically by the author's last name, using the hanging indent, the first line is normal and the next is a 0.5-inch joke left.

Foreign references: For example,

Aktouf, O. (1987). *Méthodologie des sciences sociales et approche qualitative des organisations : Une introduction à la démarche classique et une critique*. Presses de l'Université du Québec

Roussel, P., Durrieu, F., Campoy, É., & El Akremi, A. (2002). *Méthodes d'équations structurelles : Recherche et applications en gestion*. Éditions