

Bibliography of Higher Education in the Arab Region

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- (1986). Staff appraisal report : Kingdom of Morocco education sector reform program. [Washington], World Bank.
- (1990). Mutamar al-Ta`lim al-`Ali fi al-Watan al-`Arabi : afaq mustaqbaliyah : fi al-fatrah min 8-10 Yuliyu 1990, bi-Kulliyat al-Tarbiyah, Jami`at `Ayn Shams, al-Qahirah. [al-Qahirah], Rabitat al-Tarbiyah al-Hadithah : Jami`at `Ayn Shams.
- (1991). BRISMES proceedings of the 1991 International Conference on Middle Eastern Studies : SOAS, London 10-12 July 1991. Exeter, British Society for Middle Eastern Studies.
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- (2001). Globalisation: What Issues Are at Stake for Universities? - Proceedings of the Conference. Globalisation: What Issues Are at Stake for Universities?, Université Laval Québec, Canada.
- (2002). Committee on Economic, Social and Cultural Rights : report on the 25th, 26th and 27th sessions, 23 April-11 May 2001, 13-31 August 2001, 12-30 November 2001. New York, UN.
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- (2002). "First Private University in Kuwait to Open in Fall; Anthony Giddens to Leave as Head of London School of Economics." The Chronicle of Higher Education **48**(45): A.34.
- (2002). Globalization and the market in higher education : quality, accreditation and qualifications. Paris, UNESCO : Editions Economica.
- (2002). "Globalization and the University." Academe **88**(3): 22-50.
A special section on globalization and the university is presented. Articles discuss the importance of international education to the financial well-being of Australian universities, the difficulties facing Oscar Romero University in El Salvador, academic freedom in China, renovation and reform of higher education in DR, gender and academic freedom in Egypt, the Salzburg Seminar and the quest for academic freedom in the eastern European and former Soviet Universities, the benefit of cross-border collaboration to higher education in the Caribbean region, the scholars at risk network for educational and Academic rights to protect academic freedom, and flaws in the apostolic constitution on Catholic higher education Ex Corde Ecclesiae and related documents.
- (2003). SOAS/RoutledgeCurzon Studies on the Middle East. London [etc.], RoutledgeCurzon: v. ; 24 cm.
- (2004). "Changes in Education in Arab Emirates." The Chronicle of Higher Education **50**(29): A.47.
A letter to the editor suggests some criticism of the system of higher education in the United Arab Emirates doesn't take into account the major reforms implemented by Sheikh Nahyan Bin Mubarak Al-Nahyan. The changes, including English reading and comprehension requirements, represent a tremendous opportunity for UAE higher education.

(2004). Letter dated 2004/01/06 from the Chargé d'affaires a.i. of the Permanent Mission of Kuwait to the United Nations addressed to the Secretary-General, UN.

Transmits closing statement and the Kuwait Declaration adopted by the Supreme Council of the Gulf Cooperation Council at its 24th session, held in Kuwait, 21-22 Dec. 2003.

(2005). Foreign assistance : Middle East Partnership Initiative offers tools for supporting reform, but project monitoring needs improvement : report to congressional requesters. Washington, D.C., GAO.

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(2005). Report Accuses Egypt of Abuses. The Chronicle of Higher Education. **51**.

(2006). Quality assessment of programmes in the field of education in Arab universities : a regional overview report, United Nations.

This regional overview report, the third in a series, evaluates the state of education programs in Arab universities in 13 countries (Algeria; Bahrain; Egypt; Jordan; Lebanon; Morocco; Oman; Palestine; Qatar; Saudi Arabia; Sudan; Syria; Yemen). It is based on the outcomes of an elaborately structured fifteen month cycle of internal and external reviews of academic programs. The report proposes a strategic reform agenda comprising several recommendations, including the adoption of "a proactive strategic approach to curriculum design based on intended learning outcomes, allowing greater academic freedom in curricula, and reducing admission controls among others."--Publisher's description.

(2007). Leaders of American Universities in the Middle East Bring Their Message to the U.S. Chronicle of Higher Education, United States. **53**: A38.

(2008). "Changing Education in the Persian Gulf." The Chronicle of Higher Education **54**(32): A.55.

The two articles by Zvika Krieger ("An Academic Building Boom Transforms the Persian Gulf," The Chronicle, and "Desert Bloom," The Chronicle Review, both March 28, 2008) on the importation of American university campuses into the Persian Gulf provided a timely and informative account of this exciting development in the internationalization of U.S. higher education. There is, however, another form for this process -- a locally sponsored, totally indigenous university organized on the American model and developed to meet American standards. An editorial describes the best illustration to date of this model--American University of Sharjah. AUS was founded in 1997 by the ruler of Sharjah, His Highness Sheik Dr. Sultan Bin Mohammed Al Qassimi, who initially contracted with American University in Washington to oversee the management of the institution. It is now a totally self-governing university with an international board of trustees, a positive balance in its annual operating budget, and academic programs that are fully accredited by the Middle States Association of Colleges and Schools and ABET Inc.

(2008). "History of AUC in brief – 1919-2008." Retrieved December 1, 2008, 2008, from <http://www1.aucegypt.edu/ncd/onthemove/aucmemories/articles/History.pdf>.

(C-BERT), C.-B. E. R. T. (2011). "Selected Resources and Bibliography." New Directions for Higher Education (155): 87-107.

This chapter provides an annotated bibliography of resources pertaining to international branch campuses (IBCs). This collection of references has been selected to represent the breadth of emerging scholarship on cross-border higher education and is intended to provide further resources on a range of concerns surrounding cross-border higher education. Each section includes abstracts of key books, book chapters, and journal articles. Abstracts appear once under the most pertinent subject heading.

Ababneh, R. I. (2004). Financing higher education in Jordan : the costs and benefits of policy innovation. Saint Louis, Saint Louis University.

- Abbas Abdeen, M. (2008). Evaluating the Legal Rights Support Program for Education in Egypt: A Case Study. Educational Planning, United States. **17**: 44-52.
- Abbas, S. E. (1998). United Arab Emirates: system of higher education. The International Encyclopedia of Education. Torsten Husen, T. N. Postlethwaite, B. R. Clark and G. Neave. Oxford, Pergamon.
- Abd al-'Aziz, A. (2007). al-Baht al-'ilmi fi Misr : al-mushkilah wa-al-hall. al-Qahirah, Markaz al-Hadarah al-'Arabiyah.
- Abd al-Ghani, M. (2003). Mustaqbal al-jami'ah fi Misr. al-Qahirah, Markaz al-Hadarah al-'Arabiyah.
- Abd Allah, A., et al. (2001). al-Ta'lim wa-mustaqbal al-mujtama' al-madani fi Misr, Iskandariyah, Markaz al-Jizuwit al-Thaqafi : al-Markaz al-Misri li-Dirasat wa-Buhuth al-Bahr al-Mutawassit lil-Tanmiyah.
- Abd al-Wahhab, L. (1993). Mushkilat al-shabab wa-al-ta'lim al-jami'i : dirasah maydaniyah naqdiyyah. Iskandariyah, Dar al-Ma'rifah al-Jami'iyah.
- Abdalla, A. (1985). The student movement and national politics in Egypt : 1923-1973. London, Al Saqi Books : Distributed by Zed Books.
- Abdallah, S. a. D., Jamal (2010). "Student's First Impression of Second Life: A case from the United Arab Emirates." Turkish Online Journal of Distance Education (TOJDE) **11**(3): 183-192.
Emerging 3D virtual worlds such as Second Life can offer students with opportunities to enhance learning using rich collaborative asynchronous media. Virtual worlds are believed to impact the future of higher education and therefore, universities across the world are immersing themselves inside virtual worlds to establish a unique learning and research environments. This research examines the viability of Second Life as an educational platform from the perspective of a group of students in an Islamic society context. The students were attending one of the universities in the United Arab Emirates. The analysis indicates that students experienced both positive and negative aspects of Second Life. The results do encourage further experimentation in this positive novel way for learning.
- Abdelhakim, M. N. A. a. M. M. A. (2009). "The Role of Chief Knowledge Officer in Higher Education Quality: A Case Study from University of Dubai." European Journal of Scientific Research **35**(4): 498-511.
It is becoming important for the higher education both nationally and internationally, to have formal, transparent and credible quality assurance systems. Academic accreditation is the new phase of quality assurance. Accreditation is a strategic complex challenge. Higher education has great opportunities to utilize knowledge management (KM) to support strategic issues. The management of knowledge and learning many organizations has created the need for new professional roles. One of those roles is Chief Knowledge Officer (CKO). CKO is a senior executive who is knowledge management leader. Most of universities do not have CKO. Little is known about the role CKO in higher education quality. Hence, the objective of this paper is to explore the need for CKO and his/her role in the accreditation process. In order to achieve this goal questionnaire survey was developed and used within research seminars in the University of Dubai (UD) for primary data collection. In order to determine whether the research instrument is a valid and reliable measure of the role of CKO in higher education quality, LISERAL 6.28 was used to test the research questionnaire. The main findings of this study proved the need for CKO in higher education. Moreover, interdisciplinary background and leadership are needed competencies for CKO. Furthermore, top management support and culture change and prototyping are key success factors for knowledge management systems (KMS) in higher education.
- Abdulla, F. (2006). "Education and Employment Among Women in the UAE." International Higher Education(45): 9-11.
- Abi-Mershed, O. (2009). Arab education : trajectories and development. London, Routledge.
- Abi-Mershed, O. (2009). Trajectories of education in the Arab world : legacies and challenges. New York, Routledge.

Abi-Mershed, O. W. (2003). *Domination by consent : the Bureaux arabes and public instruction in colonial Algeria, 1831-1870*: 2 v. (vi, 329, [321] leaves) ; 329 cm. Dissertation: Thesis (Ph. D.)--Georgetown University, 2003.

Abou-Chacra, R. (1991). "The Problems of Higher Education in the Arab States." *Prospects* **21**(3): 374-385.
Contends that the current condition of higher education in the Arab world is gloomy. Argues that international and domestic politics are the primary reason for this assessment. Predicts that improvement will not come until the political issues within the region are settled. (CFR)

Abouchedid, K. a. E., George M. (2004). "E-Learning Challenges in the Arab World: Revelations from a Case Study Profile." *Quality Assurance in Education: An International Perspective* **12**(1): 15-27.

The overwhelming traditional knowledge delivery system for higher education in the Arab world demonstrates the pronounced information technology (IT) gap between Arab countries and the developed world. This study demonstrates the problems and possibilities of implementing e-learning in Arab educational institutions through analyzing the attitudes of university professors (n = 294) in Lebanon towards three a priori e-learning dimensions. Favorable attitudes towards e-learning attested to faculty members' interest to get engaged in a fully-fledged e-learning programme in a country where the primary delivery educational model is essentially traditional. Discusses these attitudes in the light of the social, political and economic hindrances that impede the implementation of e-learning in the Arab region. A series of K-independent Kruskal-Wallis tests yielded significant attitudinal variations between males and females as well as between computer daily users and occasional users. Furthermore, daily computer users documented more favourable attitudes towards e-learning than their occasional user counterparts. Offers recommendations for the implementation of e-learning in "traditionally" demarcated educational systems in countries where the deployment of information and communications technologies is not widespread.

Abraham, M. (2008). *Defining Academic Freedom. College Composition and Communication*, United States. **59**: 512-518.

Abu al-Ghar, M. (2001). *Ihḍar istiqlāl al-jamī'at : dirasah*. Cairo, M. Abu al-Ghar.

Abuloum, A. (2007). "Concerns of instructors delivering Internet-based instruction " *تيسر فن لاولا و تيوب تال اول عل ا ق ل جم* **8**(2): 27 - 48.

Aburabia-Queder, S. (2011). "Higher Education as a Platform for Cross-Cultural Transition: The Case of the First Educated Bedouin Women in Israel." *Higher Education Quarterly* **65**(2): 186-205.

This article examines two groups of Bedouin women who studied in different cultural spaces. The first group, due to a lack of high schools in the Negev (during the 1970s), were obliged to leave the village to study and reside in boarding schools in the central and northern regions of Israel. These women returned to their society of origin after the completion of their academic studies. The second group went to Jewish universities in a town near their homes (Beersheba), attending daily and returning home each night to patriarchal control. The article examines the experience of these pioneers in higher education as a form of cultural transition and internal immigration, with an emphasis on the unique characteristics of each of the two groups. Going out to gain higher education is seen in Bedouin society as a form of immigration, and the first educated women therefore became a type of immigrant.

Abu-Rabia-Queder, S. a. A., Khaled (2011). "Gender and Higher Education in Different National Spaces: Female Palestinian Students Attending Israeli and Jordanian Universities." *Compare: A Journal of Comparative and International Education* **41**(3): 353-370.

This study examines the higher education experience among Palestinian Arab females in two national spaces and seeks to determine whether studying at an Arab institution of higher learning in a nearby Arab country can alleviate the emotional and economic difficulties that affect Palestinian women at Israeli universities. What can institutions of higher learning in Israel learn or derive from the proposed model to relieve the alienation and exclusion that their female Palestinian students experience? The study will compare two geographically distinct groups of women students. The first is a group of Palestinian women who attend university in Jordan, while the second consists of Palestinian women of Bedouin origin from southern Israel

who study in the Jewish Israeli cultural space. The study seeks to shed light on the experience of Muslim students in Western and Muslim universities.

Abu-Rugaili, S. A.-a.-R. (2003). at-Ta'lim al-'ali wa-suq al-'amal fi Lubnan: dirasa tatabbu'iyā li-l-hirrigin. Bairut, al-Haia al-Lubnaniya li-l-'Ulum at-Tarbawiya.

Abu-Saad, I. (2004). "Separate and Unequal: the Role of the State Educational System in Maintaining the Subordination of Israel's Palestinian Arab Citizens." Social Identities **10**(1): 101-127.

The state educational system in Israel functions effectively to maintain the cultural, socioeconomic, and political subordination of Israel's Palestinian Arab citizens through the imposition of aims, goals and curricula to which the students cannot relate, and the substandard and discriminatory provision of educational resources, programmes and services; all of which result in markedly poorer levels of educational achievement and lower rates of students qualified to enter higher education. As with every other aspect of the education system in Israel, these inequitable outcomes are not a matter of chance, but rather a matter of policy. In this paper, I will explore the ways in which racially derogatory attitudes towards the Palestinian Arab minority in Israel have been translated into discriminatory practices in the state-run educational system. I will examine the mechanisms by which these practices have placed Palestinian Arabs on an unequal footing with regard to their social, economic and political development vis à vis the Israeli Jewish majority, and have led to the institutionalization of an education system that perpetuates racist attitudes and practices.

Abu-Tineh, A. M. (2007). "Factors associated to research phobia among faculty members at the Hashemite University in Jordan " آسيوف في البحث العلمي في جامعة اليرموك **8**(2): 7-26

Acedo, C. (2011). "Achievements and challenges of higher education in Arab countries." Prospects **41**(1): 1-3.

ACHRS (2008). Academic freedom in the Iraqi universities. Amman, Amman Center for Human Rights Studies.

Ahmad, A. S. S. (1997). Conditions of University and Higher Education in Egypt. Higher Education in Arab Countries: Policies and Horizons. F. K. Al Bustani. Amman, Arab Intellectual Forum.

Ahmad, H. F. (1987). Ta'lim al-jami'i : waqiuhu wa-qadayah, itijahat tatwirihi. Cairo, al-Sadr li-Khadamat al-Tibaah.

Ahmad, I. K. (1982). Tatawwur al-ta'lim al-watani fi al-'Iraq (1869-1932). al-Basrah, Markaz Dirasat al-Khalij al-'Arabi.

Ahmed, A. A.-R. (2006). "The Internationalization of the Business Administration Curricula in Arab Universities." Journal of Teaching in International Business **18**(1): 89-107.

This is a study of the extent of the internationalization of the business administration curricula in Arab universities. It is based on a survey of 110 Arab colleges of business that comprise more than half of the overall population, 35% of whom responded. The study found that Arab colleges of business appear to be only moderately internationalized in their curricula, that they do have future plans incorporating internationalization, and that offering specialized IB courses is the norm. As to impediments, the lack of adequate staff is the most frequently mentioned obstacle. The study points to its own limitations.

Ahmed, M. A. H. a. G. S., Ahmed Gumaa (2012). "Strategic Quality Management in the Arab Higher Education Institutes: A Descriptive & Analytical Study." International Journal of Business & Social Science **3**(24): 90-103.

Education is the concern of governments and states as well as individual persons. Good quality education aims at achieving learning outcome of high value. This is the main objective of any good educational institute or educational program. Provision of educational services is intended to satisfy the needs and wants of clients, who might be students, parents or organization. However, providing good education, presupposes the existence of good institutions, which are keen to apply modern technologies and hard rules in teaching, to achieve high standard in graduates learning outcome. TQM was-basically- implemented to develop profit-making organizations, but its application has also proved to help in solving internal and external problems in educational institutes at near and distant times. This paper sheds light on total quality management as a tool that can help in achieving the objectives of educational institutes in such a

competitive modern global economy. Arab Educational Institutes have achieved poor ranks among world universities with little share in business worldwide, due to poor research contribution and poor learning outcome. We have analytically traced the TQM philosophy since Edwards Demings & Joseph Juran. Our findings proved the critical and practical need for applying TQM in our Educational Institutions in the Arab world.

Akrawi, M. and A. A. El-Koussy (1971). "Recent Trends in Arab Education." International Review of Education **17**(2): 181-197.

al-Arrayed, J. E. (1998). Bahrain: system of higher education. The International Encyclopedia of Education. Torsten Husen, T. N. Postlethwaite, B. R. Clark and G. Neave. Oxford, Pergamon.

Al-Atiqi, I. M. and M. El-Azma (2007). Funding and financial performance of private higher education institutions in Kuwait. The Impact of Globalization on Higher Education and Research in the Arab States. Rabat, Morocco, UNESCO.

Al-Baadi, H. M. (1998). Saudi Arabia: system of education. The International Encyclopedia of Education. Torsten Husen, T. N. Postlethwaite, B. R. Clark and G. Neave. Oxford, Pergamon.

Albassam, D. (2007). Globalization and education. The Impact of Globalization on Higher Education and Research in the Arab States. Rabat, Morocco, UNESCO.

al-Din, H. N. (2008). al-Ajanib fi al-jamiah al-Misriyah. Cairo, al-Majlis al-Ala lil-Thaqafah.

Al-Ebraheem, H. A. and R. P. Stevens (1980). "Organization, Management and Academic Problems in the Arab University: The Kuwait University Experience." Higher Education **9**(2): 203-218.

The modern university is essentially an alien phenomenon in the Arab world where it lacks the societal support base enjoyed by the western university. Moreover, many of the new Arab universities, like Kuwait University, established in 1966, were either modeled after the French influenced Egyptian university - in-turn based on semi-independent colleges - or received their initial administrative and teaching faculty from Egypt. From this legacy is derived a significant share of the obstacles hindering organization and management reform. At the same time a variety of governmental traditions and regulations binding the university to general civil service regulations, an under-developed tradition of university autonomy and faculty participation in university decision-making, and a utilitarian concept of formal education which associates degrees with employment status are among the more serious problems confronting the Arab university. Kuwait University can be seen as a microcosm of the organizational, management and academic problems encountered in the Arab university. Although Kuwait University enjoys adequate financial support and is not forced to accommodate an unreasonable number of students, it has peculiar problems arising from unequal admissions standards (Kuwaiti and non-Kuwaiti), traditional societal values, paucity of indigenous staff, inexperienced administrators, lack of balance in academic ranks, absence of tenure, a fragmented physical plant, inadequate support staff as well as insufficient societal understanding and support. Like most other Arab universities Kuwait University not only reflects the rudimentary societal development but is located on the frontier of that development. Given the small population of Kuwait, the university is especially important in this development role. As the university and its distinctive needs become better understood the total society will be strengthened.

Al-Fadhli, S. (2009). "Factors Influencing the Acceptance of Distance Learning: A Case Study of Arab Open University in Kuwait." Online Journal of Distance Learning Administration **12**(3).

The recent revolution in information technology (IT) has significantly challenged society's perception and thinking about the world in which we live. Because of its many advantages, distance learning has been identified by educators, scholars, academicians, and researchers as one of the most effective ways to improve the quality of learning. This study investigates possible factors that affect student acceptance of distance learning at the Arab Open University in Kuwait. The variables examined in the study include computer self-efficacy, technological factors, instructional design, and instructor characteristics. A descriptive quantitative research design and inferential methods analysis were utilized to examine these variables.

Findings suggest that in order to enhance the DL system, DL institutions need to address computer self-competency, technological factors, the social environment, and instructor characteristics.

Al-Fahhad, J. a. A., Ahmad (2012). "An Empirical Investigation Of Whether Business Graduates From An Open Learning System Can Meet The Demand Of The Private Sector For Qualified Manpower." Interdisciplinary Journal of Contemporary Research in Business **4**(6): 592-609.

As alternative approaches to conventional teaching, open and distance learning systems have been adopted widely worldwide. The literature on higher education has witnessed the emergence of pedagogical debates over whether the outputs of such systems are comparable to those of conventional ones in respect to quality, knowledge and skills. The present study is intended to theoretically contribute to this emerging theme of debate and is practically evaluative in nature. It is launched on the premise that private sector employers are the most eligible to answer the question around which the essence of the debate revolves. Therefore, the primary aim of this study is to assess whether the graduates from the Business Administration program at the Arab Open University (AOU) - Kuwait branch - have the potential to meet the demands of the private sector employers for competent personnel. To achieve this purpose, a random sample of all graduates from AOU BA program who presently hold full-time jobs in private firms has been selected. A questionnaire had initially been developed to serve as an instrument for data collection purpose, and then it was sent to the direct superior of each of the selected graduates. The questionnaire focused on measuring the overall satisfaction with the graduate performance the managerial qualities of the graduate and the perception of the perception of AOU. The most interesting finding of this research is that nearly 86% of the employers were either highly satisfied or satisfied with the performance of the AOU graduate in their organizational unit. Other results of the study showed that about 73% of the subjects agreed that they would recommend AOU as an academic institution for others and that a similar percentage of the participants believed that the quality of education that AOU provides contributed greatly to the outstanding performance of their employees.

Alghafis, A. N. (1992). Universities in Saudi Arabia : their role in science, technology & development. Lanham, University Press of America.

Al-Haj, M. (2003). "Higher Education among the Arabs in Israel: Formal Policy between Empowerment and Control." Higher Education Policy **16**(3): 351-368.

This article analyses higher education among the Palestinian Arab minority in Israel. It traces the main trends since the establishment of the state of Israel and examines the principal factors that have retarded the access of Arabs to higher education. These issues are analysed along with contextual factors that have to do with the structure of the Arab population and the formal policy adopted toward them. In addition, the relationship between higher education and cultural dominance and the prospects for multiculturalism in Israeli academic institutes is explored. The data are based on official statistics, the analysis of official documents, and a field survey conducted at the University of Haifa in 2001, on a representative sample of Arab and Jewish students. The analysis shows that despite the relatively autonomous status of Israeli academic institutions, formal policy on higher education is an extension of policy imposed at the elementary and secondary levels. Higher education reflects power relationships in the wider society, and this serves to reproduce the stratification system and to deepen the cultural hegemony of the majority. Genuine change in the formal policy on access and conditions of minorities in institutions of higher education entails a re-division of power in the wider society and a move towards a multicultural concept. Such change would secure cultural diversity and promote intercultural relations based on equality and equity.

al-Jallal, A. A. (1998). Saudi Arabia: system of higher education. The International Encyclopedia of Education. Torsten Husen, T. N. Postlethwaite, B. R. Clark and G. Neave. Oxford, Pergamon.

Al-Jouti, H. B. T. (1997). Higher Education and Scientific Research in Morocco. Higher Education in Arab Countries: Policies and Horizons. F. K. Al Bustani. Amman, Arab Intellectual Forum.

Al-Khawaldeh, A. (2007). "English language student- teachers as change agents with reference to the training experience in the University of Jordan " سرفن لاجل و ةكبرتلل ةكبرعل اءاعراجل اءااءا ءلجم **5**(1): 15 - 52.

Alkhazim, M. A. (2003). "Higher Education in Saudi Arabia: Challenges, Solutions, and Opportunities Missed." Higher Education Policy **16**(4): 479-486.

Allsop, T., et al. (1993). Key issues in educational development. Wallingford, Triangle.

Al-Naimi, T. T. and S. A. Al-Nassri (1981). "University Interaction with National Development Plans: A Case Study from Iraq." Higher Education **10**(6): 663-673.

This case study of the development of the University of Technology in Baghdad, Iraq, illustrates how from its foundation in 1975, this new technological university has adjusted its work to national needs as expressed in National Development Plans. The basic engineering course has a two-plus-two structure with the possibility of students becoming technicians after the first two years, thus meeting a particular national shortage. The course lays particular emphasis upon practical applications and upon close involvement with industry. As industry in Iraq has broadened its scope the curriculum in the university has widened. The non-technical subjects within the course have become more significant in response to a perceived national need. The authors offer this case-study for consideration by those who are concerned with the interaction of universities with society.

al-Nayadi, M. (1998). United Arab Emirates: system of education. The International Encyclopedia of Education. Torsten Husen, T. N. Postlethwaite, B. R. Clark and G. Neave. Oxford, Pergamon.

Al-Omari, A. (2007). "Leadership adaptability and learning styles of the Hashemite University students in Jordan " قلم **8**(1): 31-49

Al-Omari, A. (2007). "Leadership and adaptability styles of deans and department chairpersons at three institutions of higher education in Jordan " قلم **21**(83): 11-38.

Al-Omari, A. (2007). "Leadership styles of department chairs at the Hashemite University : pilot study " قلم **8**(3): 7-24

Al-Qirim, N. (2011). "Determinants of Interactive White Board Success in Teaching in Higher Education Institutions." Computers & Education **56**(3): 827-838.

This research evaluates the effectiveness of the Interactive White Board Technology (IWBT) in teaching in the Faculty of Information Technology (FIT) in UAE University. IWBT includes integrated hardware and software components to facilitate teaching process and hence, provides rich and interactive experience for both teachers and students. However, the IWBT is recent and issues emanating from its use in teaching and learning are scant and inconclusive. The research developed a theoretical framework to guide the research endeavor. Accordingly, the research attempted to unveil factors influencing IWBT introduction and use in different departments within FIT. The research findings reported different hurdles facing the integral use of IWBT in teaching in FIT. The research also suggested that the IWBT could be useful in teaching technical courses in FIT. This is contingent upon addressing certain factors highlighted in this research. This research introduces different recommendations to further IWBT use in FIT. The research highlights different theoretical and professional contributions and contentions and raises the need for more research in the IWBT field.

Al-Qudah, K. (2007). "Barriers to effective listening to lecture as perceived by undergraduate students at Al al-Bayt university in Jordan " قلم **3**(3): 317-329

Al-Saeed, M., et al. (2000). "Issues of Educational Administration in the Arab Gulf Region." Middle Eastern Studies **36**(4): 63-74.

Al-Sayyid, M. K. (1999). Human and Physical Infrastructure. Cairo, Cairo university.

al-Shanfari, A. (1998). Oman: system of education. The International Encyclopedia of Education. Torsten Husen, T. N.

Postlethwaite, B. R. Clark and G. Neave. Oxford, Pergamon.

al-Subaie, A. A. T. (1998). Qatar: system of education. The International Encyclopedia of Education. Torsten Husen, T. N. Postlethwaite, B. R. Clark and G. Neave. Oxford, Pergamon.

Al-Sudairy, H. (2007). The Effects and Influential Factors of Globalization on the Saudi Higher Educational System (Current Perspective). The Impact of Globalization on Higher Education and Research in the Arab States. Rabat, Morocco UNESCO.

Altbach, P. G. (1989). "Twisted Roots: The Western Impact on Asian Higher Education." Higher Education **18**(1): 9-29. The long historical and contemporary impact of Western academic models, practices and orientations on Asian universities in such countries as India, Malaysia, Indonesia and Singapore shaped the nature of higher education systems in these countries. The Japanese colonial impact in Korea and Taiwan is also significant and an interesting variation on the colonial theme. Several Asian countries, including Thailand, Japan and China were not formally colonized, but the mixture of influence on the academic institutions that has developed in these countries reflects considerable Western influence. Contemporary factors such as the international knowledge system, the numbers of students studying in Western nations and patterns of scientific interaction also have a major impact on the growth of universities in Asia.

Altbach, P. G. (2001). "Academic freedom: International realities and challenges." Higher Education **41**(1): 205-219. Academic freedom is a central value of higher education. It affects the academic profession in all aspects of academic work. Yet, academic freedom is rarely discussed in the context of the changes taking place in higher education in the current period. The concept is defined in a historical and comparative framework, and the challenges facing academic freedom around the world are discussed.

Altbach, P. G. (2001). "Higher Education and the WTO: Globalization Run Amok." International Higher Education(23): 2-5.

Altbach, P. G. (2003). "The decline of the guru the academic profession in the Third World." from <http://www.palgraveconnect.com/doi/10.1057/9781403982568>

Materials specified: Palgrave Connect <http://www.palgraveconnect.com/doi/10.1057/9781403982568> Note: An electronic book accessible through theWorld Wide Web; click for information.

The academic profession faces new challenges everywhere. The pressures of mass higher education, accountability, fiscal constraints, distance education and the new technologies, and changing attitudes concerning academic work have combined to place unprecedented strains on the professoriate. This book brings together some of the best analysts of the academic profession in a wide ranging comparative analysis of the changing academic workplace. The stress here is on middle income and developing countries, but the issues discussed are relevant everywhere. This book, precisely because of its comparative and international perspective, is useful worldwide. Among the topics considered in the case study chapters are: the changing demographics of the academic profession, including the role of gender in the professoriate, new developments in academic appointments, including the terms of academic work, evaluation of professors, and the tenure system, external pressures on the academic profession, including demands for accountability and threats to academic freedom, the changing nature of academic work, including patterns of teaching and evaluation of students and increases in teaching responsibilities, the role of research in a changing academic environment, the impact of the new technologies and distance education, and future prospects for the professoriate.

American University of Beirut. (1934). American university of Beirut; description of its organization and work. Autumn 1934. Beirut.

AMIDEAST (2001). Conference Summary Report of Higher Education in the Arab World: Preparing for the global market place.

Amin, A. (1999). Qadaya al-jami'ah al-Lubnaniyah wa-islahuha. Bayrut, Dar al-Nahar lil-Nashr wa-al-Hayah

al-Lubnaniyah lil-'Ulum al-Tarbawiyah.

Anabtawi, S. N. (1986). Palestinian higher education in the West Bank and Gaza : a critical assessment. London; New York; New York, NY, USA, KPI ; Distributed by Routledge & Kegan Paul.

Anderson, B. S. (2011). The American University of Beirut: Arab nationalism and liberal education. Austin, University of Texas Press.

Since the American University of Beirut opened its doors in 1866, the campus has stood at the intersection of a rapidly changing American educational project for the Middle East and an ongoing student quest for Arab national identity and empowerment. Betty S. Anderson provides a unique and comprehensive analysis of how the school shifted from a missionary institution providing a curriculum in Arabic to one offering an English-language American liberal education extolling freedom of speech and analytical discovery.

Anderson discusses how generations of students demanded that they be considered legitimate voices of authority over their own education; increasingly, these students sought to introduce into their classrooms the real-life political issues raging in the Arab world. The Darwin Affair of 1882, the introduction of coeducation in the 1920s, the Arab nationalist protests of the late 1940s and early 1950s, and the even larger protests of the 1970s all challenged the Americans and Arabs to fashion an educational program relevant to a student body constantly bombarded with political and social change. Anderson reveals that the two groups chose to develop a program that combined American goals for liberal education with an Arab student demand that the educational experience remain relevant to their lives outside the school's walls. As a result, in eras of both cooperation and conflict, the American leaders and the students at the school have made this American institution of the Arab world and of Beirut.

Anderson, L. (2012). "Fertile Ground: The Future of Higher Education in the Arab World." Social Research **79**(3): 771-784.

In some respects, on the morrow of the Arab Spring of 2011, the future of higher education in the Arab world could not be brighter—though perhaps only because the present is so dim. Decades of authoritarian rule, with its debilitating limitations on academic freedom, underinvestment in public institutions, and populist open enrollment policies all contributed to weakening the quality of the research universities in the region. The more recent appearance of investment in vanity projects—including branch campuses of US universities—on the part of both governments and private investors, is further complicating the economics of higher education in the region, creating perverse patterns in faculty salaries and student tuitions without producing substantial research or education of any quality. That said, the appearance of even moderately more open, accountable, and transparent regimes will provide significant opportunities for innovation in the Arab world.

Andrea, U. (1999). "Love and politics on a Cairo campus." The Chronicle of Higher Education **45**(20): A37.

Useem discusses the popularity of the Egyptian film "An Upper Egyptian at the American University in Cairo" starring Mohammed Hineidi. American University in Cairo president John Gerhart says the film accurately portrays the school's students.

Andrew, M. (2008). "Censorship and Security Agents Pervade Egypt's Universities." The Chronicle of Higher Education **54**(38): A.1.

In Egypt, classroom discussions are monitored, faculty appointments and academic research are scrutinized, and faculty participation in outside activities is vetted by government authorities and their appointees. The government's goal, academics and human-rights activists say, is to stifle anything that could challenge the status quo in Egypt, which has been ruled by President Hosni Mubarak since 1981. Fearful of inflaming the growing ranks of Islamists here, Mr. Mubarak's quasi-military regime has also reined in any campus activities that might offend religious conservatives

Andrew, M. (2008). "Emirates Look to the West for Prestige." The Chronicle of Higher Education **55**(5): A.1.

It is hardly a secret that the United Arab Emirates has recruited universities from around the world to set up outposts in the Persian Gulf. Less well known is that it is also tapping Western academics to run its public higher-education system.

Anis, A. a.-A., et al. (1998). al-Ta'lim wa-tahaddiyat al-huwiyyah al-qawmiyyah. Cairo, Markaz al-Buhuth al-'Arabiyah bi-al-ta'awun ma'a Dar al-Mahrusah.

Arab Administrative Development Organization. (2007). Tatwir al-Jami'at al-'Arabiyah : taqwim al-ada wa-tahsin al-jawdah : buhuth awraq 'amal al-Mutamar al-'Arabi al-Thani bi-'unwan "Taqwim al-Ada al-Jami'i wa-tahsin al-Jawdah", al-mun'aqid fi al-Qahirah, Jumhuriyat Misr al-'Arabiyah fi Mayu 2007. Mutamar al-'Arabi li-Taqwim al-Ada al-Jami'i wa-Tahsin, al-Jawdah, Cairo, al-Munazzamah al-'Arabiyah lil-Tanmiyah al-Idariyah.

Arabsheibani, G. (1988). "Educational choice and achievement: The case of secondary schools in the Arab Republic of Egypt." Higher Education **17**(6): 637-646.

Before 1952 university education in Egypt was generally for the wealthier classes because the universities charged fees and only the richer families could pay those fees. For less wealthy families payment was more difficult, not only because of the direct cost of higher education, but also because of the high opportunity cost of sending children to study. After the 1952 revolution the Egyptian government introduced free education at all levels and encouraged those who wanted to further their education to enter universities. Thus elitism was eradicated from Egyptian higher education. This paper uses data from a sample of Egyptian university students and analyses the determinants of secondary school choice and the factors likely to affect secondary school certificate marks. In particular we are interested in the effect of family background, represented here by father's occupation.

Arar, K. (2011). "'Trapped between two worlds' - Muslim Palestinian women from Israel in Jordanian universities: new identity and the price it demands." Social Identities **17**(5): 625-642.

Interviews were held with 12 Muslim Palestinian women from Israel, presently studying in Jordan (6) or who had completed their higher education in Jordan (6). They explained the factors that pushed or pulled them to study in Jordan, the independence that they experienced there, the empowerment they achieved, and the price they paid when they returned to Arab society in Israel. The Arab cultural space in Jordan is defined as both foreign and close, due to its geographical and cultural proximity, and yet its distance from home and patriarchal supervision. The research findings indicate that this situation influences the formation of these women's gender identity and their empowerment but also creates much pain and conflict. The Palestinian women's new identity, formed during their studies, assists them in their efforts to reintegrate and establish their status when they return from their academic studies abroad to their society of origin, Muslim Arab society in Israel.

Arar, K. a. H.-Y., Kussai (2010). "Emigration for Higher Education: The Case of Palestinians Living in Israel Studying in Jordan." Higher Education Policy **23**(3): 358-380.

This study explored reasons for the rapid increase in the number of Palestinian Arabs from Israel (PAI) studying higher education (HE) in Jordan. Four hundred and sixty PAI studying in Jordan answered a questionnaire assessing factors related to HE in both countries. Lenient admission requirements and cultural-language similarity explain Jordan's popularity. Nevertheless, PAI view Jordan HE as a constrained solution, preferring to study in Israel despite difficulties in an Israeli-Jewish environment. Studying in Jordan has unique advantages for PAI women. This flow of PAI students is undesirable and long-term consequences may not be beneficial. Affirmative action and establishment of an Israeli-Arab university may constitute alternatives.

Arar, K. M.-H., Asmahan and Haj-Yehia, Kussai (2013). "Higher Education for Palestinian Muslim Female Students in Israel and Jordan: Migration and Identity Formation." Cambridge Journal of Education **43**(1): 51-67.

The article investigates the migration of Palestinian Muslim women, citizens of Israel, to the Hebrew University in Jerusalem or to Jordanian universities for academic studies, and the influence of this migration on their norms, behavior and identity. Narrative interviews were conducted with Palestinian Muslim women graduates: eight from the Hebrew University, Jerusalem and eight from Jordanian universities. Findings revealed that the women's migration from their home communities to academic campuses involves issues of affiliation and identity; studies in Jordan constitute temporary cyclic emigration between two safe spaces, while studies in Jerusalem often involve alienation and foreignness. In both cases, higher education is a

powerful force shaking up women's lives. Following graduation, Hebrew University graduates remain in Jerusalem's environs and migration to Jerusalem may become permanent. Higher education enables these women to engage with and confront identity issues, empowering them to reconsider their value and belief systems and relations with others.

Arif, N. M. (1994). Fi masadir al-turath al-siyasi al-Islami : dirasah fi ishkaliyat al-ta'mim qabla al-istiqlal wa-al-tasil. Hirindun, Firjinya, al-Ma'had al-'Alami lil-Fikr al-Islami.

Arif, N. M. (2001). Western political science in a non-western context : theories of comparative politics in the Arab academia. Lanham, Md., University Press of America.

Arif, N. M. (2002). The disenchantment of political development : epistemes, cultures, and policies. Lanham, Md., University Press of America.

Assaad, R. S.-I., Djavad and Hendy, Rana (2014). Inequality of Opportunity in Educational Attainment in Middle East and North Africa: Evidence from Household Surveys, Economic Research Forum.

Education is widely considered as the most important path to social mobility in the Middle East and North Africa (MENA), yet there are very few studies of the extent to which it fulfills this promise. In this paper we use survey data from seven MENA countries to understand the relationship between schooling attainment of youth and the circumstances into which they are born, namely gender, parent education, and type of community. We consider both the probability of entry and of reaching secondary school using censored ordered probit. We find an alarming degree of inequality of opportunity in attainment in most of these countries, especially in Iraq and Yemen. Previous results of inequality of opportunity in MENA in achievement show that building a level playing field in learning requires much more than free provision of schools; the results of this study find the same for attending and staying in school.

Aswad, N. G. V., Georgeta and Samulewicz, Diana (2011). "Assessing the impact of socio-economic inequities on college enrolment: emerging differences in the United Arab Emirates." Journal of Higher Education Policy & Management **33**(5): 459-471.

As the United Arab Emirates diversifies its economy towards knowledge-based industries, maximising the participation of the national workforce, particularly women, in the science, engineering and technology fields is of utmost importance. To accomplish this, identifying the factors that lead students to select their degree programme, as well as forming a deeper understanding of societal dynamics in the United Arab Emirates is needed. This paper studies how socio-economic status affects female students' enrolment in science, engineering and technology fields. Using surveys and semi-structured interviews, we find that motivations for entering science, engineering and technology fields differ such that women of higher socio-economic background have greater interest in studying non-science, engineering and technology fields. This is attributed to a confluence of factors related to status attainment, employment expectations, family connections and perceptions of science, engineering and technology fields. It is important that variations in socio-economic status be accounted for when devising policy recommendations to successfully integrate different segments of the society into science, engineering and technology fields.

Aswad, N. G. V., Georgeta and Samulewicz, Diana (2011). "Creating a Knowledge-Based Economy in the United Arab Emirates: Realising the Unfulfilled Potential of Women in the Science, Technology and Engineering Fields." European Journal of Engineering Education **36**(6): 559-570.

As the United Arab Emirates (UAE) moves towards a knowledge-based economy, maximising the participation of the national workforce, especially women, in the transformation process is crucial. Using survey methods and semi-structured interviews, this paper examines the factors that influence women's decisions regarding their degree programme and their attitudes towards science, technology and engineering (STE). The findings point to the importance of adapting mainstream policies to the local context and the need to better understand the effect of culture and society on the individual and the economy. There is a need to increase interest in STE by raising awareness of what the fields entail, potential careers and their suitability with existing cultural beliefs. Also suggested is the need to overcome negative stereotypes of engineering, implement initiatives for further family involvement at the higher education level, as well as the

need to ensure a greater availability of STE university programmes across the UAE.

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Aubrey, J. a. C., Christine (2010). "The TESOL Arabia Conference and its Role in the Professional Development of Teachers at Institutions of Higher Education in the United Arab Emirates." Academic Leadership 8(3): 1-11.

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Ayyashi, M. (2003). al-Zaytunah wa-al-Zaytuniyun : fi tarikh Tunis al-mu'asir, 1883-1958. Tunis, Jami'at al-Zaytunah, Markaz al-Nashr al-Jami'i.

Jami' al-Zaytunah (Tunis, Tunisia); political activities; history; 1883-1958.

Badr, M. (1994). al-Ta'lim al-'ali fi al-Urdun : bayna al-masuliyah al-hukumiyah wa-al-qita' al-khass. Beirut, Centre d'études et de recherches sur le Moyen-Orient contemporain : Maison de l'Orient.

Badran, A. and Professors World Peace Academy. Middle East Chapter. (1989). At the crossroads: education in the Middle East. New York, Paragon House.

Badran, I. (2005). al-Ta'lim al-'ali fi Misr wa-tahaddiyat al-mustaqbal : qiraat wa-dirasat. Cairo, Maktabat al-Shuruq al-Dawliyah.

Badran, S. (1984). al-Ta'lim wa-al-tahdith : dirasah fi tarikh wa-nizam al-ta'lim fi Misr. [Alexandria, Egypt], Maktabat al-Ma'arif al-Hadithah.

Badran, S. (1985). al-Thawrah wa-al-ta'lim : dirasah fi al-'alaqah bayna al-siyasah al-ta'limiyah wa-al-tanmiyah. al-Qahirah, Dar al-Ma'arif.

Badran, S. (1993). Dirasat fi siyasat al-ta'lim fi al-watan al-'Arabi. Iskandariyah, Dar al-Ma'rifah al-Jam'iyah.

Badran, S. (2000). Azmat al-fikr al-tarbawi. al-Ma'adi [Cairo], Markaz al-Mahrusah lil-Buhuth wa-al-Tadrib wa-al-Nashr.

Badran, S. (2008). Tajdid al-ta'lim al-jami'i wa-al-'ali: sayagh wa-badail. Giza, 'Ayn lil-Dirasat wa-al-Buhuth al-Insaniyah wa-al-Ijtima'iyah.

Badran, S. and K. Najib (2000). al-Ta'lim al-jami'i wa-tahaddiyat al-mustaqbal. al-Ma'adi [Cairo], Markaz al-Mahrusah lil-Buhuth wa-al-Tadrib wa-al-Nashr.

Baha al-Din, H. K. (1997). al-Ta'lim wa-al-mustaqbal. al-Qahirah, Dar al-Ma'arif, Place: Egypt; Cairo.

Bahgat, G. (1999). "Education in the Gulf Monarchies: Retrospect and Prospect." International Review of Education/Internationale Zeitschrift für Erziehungswissenschaft/Revue internationale l'éducation 45(2): 127-136.

For the last several decades there has been tremendous expansion in the educational facilities in all the six Gulf monarchies (Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, and the United Arab Emirates). The quality of education, however, does not correspond to the needs of Gulf societies. This study examines three of the apparent deficiencies in the educational system in the region: the mismatch between traditional and modern learning, the imbalance between indigenous and expatriate labor forces, and the gap between men and women. The paper concludes that a fundamental change in the quality of education needs to be made in order to overcome these imbalances.

Bandary, M. S. A. (2005). "Meeting the challenges: The development of quality assurance in Oman's Colleges of Education." Higher Education 50(2): 181-195.

The educational history of the Sultanate of Oman has undergone rapid development. In 1970, there were three primary schools. Today, there is universal education, with modern public and private institutions. In 1985, the first teacher education institutions offered a diploma programme. In 1994, six Colleges of Education, offering a degree, were established. Recently, the Directorate General-Colleges of Education, Ministry of Higher Education, introduced a quality assurance process in these colleges based on self-assessment, external review, feedback, and monitored change. This paper outlines how the process was established, the challenges it presented, and the solutions that have been developed.

Banya, K. and J. Elu (2001). "The World Bank and Financing Higher Education in Sub-Saharan Africa." Higher Education **42**(1): 1-34.

This article critically examines World Bank and other donor agency's policy changes toward financing of higher education in Sub-Saharan Africa. It concludes that policy vicissitudes have adversely affected these institutions. The recommendation is that the unique context of each state play a role in higher education financial policy formation and implementation.

Baradei, L. E. a. N., Kathryn (2005). "Partnering to Improve Education for Public Service." Journal of Public Affairs Education **11**(2): 83-93.

How do we ensure the relevance of curricula for international students while also enhancing American public affairs students' understanding of critical global issues? This paper tells a success story about cross-cultural learning in public service training. Timing is typically a key element in life, and it certainly is in this story. During a three- year period following the terrorist attack on the United States on September 11, 2001, a time during which Arab/Islamic cultures became especially alienated from the United States, public administration program faculties in the capitals of the United States and Egypt forged an extremely productive collaboration. We present some background information about the public administration programs at Cairo University and The George Washington University and the origin and structure of the collaboration. Then we detail the program activities that occurred over the grant period. We discuss the outcomes of the joint venture, including both the expected and unexpected learning outcomes. And finally, we identify a few lessons learned from our experience. These lessons are included to assist public affairs faculties who design projects to foster cross- cultural learning in public service training.

Barghouti, O. and J. Sfeir (2005). "An Open Letter to UNESCO: Double Standards on South Africa and Israel." March 5-6, 2005. from <http://www.counterpunch.org/barghouti03052005.html>.

Barghouti, R. and H. Murray (2005). The Struggle for Academic Freedom in the Palestinian Occupied Territories. Academic Freedom Conference: Problems and Challenges in Arab and African Countries. A. Bутбуana. Alexandria, UNESCO.

Academic freedom, along with every other type of freedom, is stifled and suppressed under colonial rule and military occupation. This is because the driving objectives of occupation are the suppression of a society, the de-development of its capacities, and the elimination of its national aspirations. Palestinians have historically strived for education not as an end in itself, but also as a means of survival and resistance against military occupation, dispossession and exile. When the first Palestinian universities emerged in the 1970s, their vision was to not only provide opportunities for higher education, but also to support and develop Palestinian society as an intrinsic part of the national struggle for liberation.

It is for these reasons that Israel, as the occupying power, has systematically targeted Palestinian academic institutions. Attacks have come in the form of military closures of schools and universities, military obstruction of access, arrests and deportations, the killing and injuring of students and teachers, and attempts to criminalize the Palestinian educational process itself. While Palestinian universities have been able to withstand these attacks and sometimes even excel in overcoming the challenges of education under occupation, the fact remains that any kind of development under the weight of occupation is, ultimately, unattainable.

Presenting the case of Birzeit University in the West Bank, this paper discusses the

importance of education in challenging the foundations of occupation. It reveals how and why the first Palestinian universities as national institutions and leading actors in the struggle for educational rights and freedoms, in Palestine - have been targeted by the Israeli occupation since they were established. The paper concludes with an exploration of two approaches to supporting academic freedom in Palestine: firstly through the promotion of international academic cooperation with Palestinian universities; and secondly through exerting the necessary pressure to bring an end to the Israeli occupation

Barracough, S. (1998). "Al-Azhar: Between the government and the Islamists." The Middle East Journal **52**(2): 236.

The Egyptian government has transformed significant administrative duties to Al-Azhar in order to demonstrate its Islamic credentials, since Husni Mubarak assumed the presidency in 1981. Barracough discusses how Al-Azhar has emerged as a power in its own right, delicately placed between the government and the Islamic opposition.

Barsoum, G. (2014). Aligning Incentives to Reforming Higher Education in Egypt: The Role of Private Institutions, Economic Research Forum.

One of the key approaches to reforming higher education is by linking the rewards to educators to student learning outcomes and by diversifying avenues of student enrollment by encouraging private institutions. Private institutions are strongly showing presence in the landscape of higher education in Egypt. This paper uses a unique data set to look at the diverse learning experience and labor market outcomes of graduates of both private and public institutions. This recently fielded survey (2012) traced university graduates aged 25-40 in two disciplines that have been the target of private education institutions, namely business administration and information technology. The analysis of survey data focuses on the variegated education and work experiences between graduates of private institutions and public institutions. The analysis shows that private higher education institutions primarily serve to absorb the growing demand for higher education. Qualitative data based on interviews with some graduates of private institutions and a case review of two private higher education institutions show that private institutions serve as institutions of last resort with some providing compromised quality of education. The qualitative data suggests that private higher institutions face challenges in seeking to provide affordable higher education, while making profit. The analysis of survey data shows that despite what students pay in private institutions, the quality of education they receive does not place them at a competitive edge in the labor market, compared to peers from public institutions. The paper concludes with a discussion of reform policies to address the growth of private higher education and issues of education quality, market transparency and social accountability.

Bashari, T. (1998). Bayna al-jami'ah al-diniyah wa-al-jami'ah al-wataniyah fi al-fikr al-siyasi. al-Qahirah, Dar al-Shuruq.

Bashshur, M. (2004). Higher Education in the Arab States. Beirut, UNESCO.

Bashshur, M. (2007). The Impact of Globalization and Research in the Arab States: Summary Report. The Impact of Globalization and Research in the Arab States, Rabat, Morocco, UNESCO.

Bashshur, M., et al. (2006). L'enseignement supérieur dans le monde arabe: une question de niveau? Beyrouth, Institut français du Proche-Orient.

Bashshur, M. A. (1966). "Higher education and political development in Syria and Lebanon." Comparative Education Review **10**: 451-461.

Bates, T. (2000). "Managing technological change strategies for college and university leaders." The Jossey-Bass higher and adult education series: 1st. from

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<http://www.netLibrary.com/urlapi.asp?action=summary&v=1&bookid=26072> Note: An electronic book accessible through the World Wide Web; click for information.

Bayat, A. (2002). "Activism and Social Development in the Middle East." International Journal of Middle East Studies **34**(1): 1-28.

Bayat, A. (2005). "Transforming the Arab World: The Arab Human Development Report and the Politics of Change." Development Practice **36**(6): 1225-1237.

Belarbi, A. K. a. E.-R., Ghaleb A. (2013). "Risk Management in Private Higher Education: An Asymmetric Information Approach." International Journal of Economics and Business Research **5**(2): 226-238.

Given government's budget cuts and the spread of free market economy mechanisms, some Arab countries opened the field of higher education, which was a state monopoly, to the private sector. Many private universities and colleges have been established in these countries. It has been more than a decade for the existing universities to assess their performance. The main problem which affects higher education sector in these countries resides in risk management of the sector. The paper aims at highlighting the aspects of risk management in higher education in some Arab countries.

Bennoune, M. (2000). Education, culture et développement en Algérie : bilan & perspectives du système éducatif : étude des modèles Allemagne, Amérique, Japon. Alger, Marinoor-Enag.

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Bergen, P. L. and S. Pandey (2006). "The Madrassa Scapegoat." The Washington Quarterly **29**(2): 117-125.

Beth, M. (2007). "Dubai Puts \$10-Billion Toward Education." The Chronicle of Higher Education **53**(39): A.37.

The leader of Dubai, in the United Arab Emirates, has started a \$10-billion foundation to support education and "knowledge development" in the Arab world. The foundation will begin operating this year, and money will be used to establish research programs and centers, provide scholarships for students to attend leading universities and support research across the region.

Bin al-Qadi, A. a.-Q. b. M. (2005). Dhikrayati fi al-tarbiyah wa-al-ta'lim. [Algiers?], Manshurat ANEP.

Bishri, T. (1986). Les Intellectuels et le pouvoir : Syrie, Egypte, Tunisie, Algérie. Cairo, CEDEJ.

Blanchard, C. M. (2008). "Saudi Arabia: Background and U.S. Relations." from <http://handle.dtic.mil/100.2/ADA482806>.

The kingdom of Saudi Arabia, ruled by the Al Saud family since its founding in 1932, wields significant political and economic influence as the birthplace of the Islamic faith and by virtue of its large energy reserves. Since 2005, King Abdullah bin Abd al Aziz Al Saud has sought to strengthen Saudi relations with European and Asian counterparts and has worked to build and lead an Arab consensus on regional security issues such as Lebanon and the Israeli-Palestinian conflict. Recent domestic reforms have codified royal succession rules, begun restructuring the justice system, and updated some educational curricula and practices. An Al Qaeda-inspired terrorist campaign inside the kingdom appears to be ebbing as security improvements and anti-extremism campaigns are implemented. However, the threat of domestic terrorism remains. Robust energy export revenues and investment-friendly reforms continue to strengthen the kingdom's regional and global economic position. A close Cold War-era relationship between the U.S. Government and the ruling Al Saud family was built on shared interests in securing Saudi oil production and in combating global Communism. In the post-Cold War period, the emergence of the Al Qaeda terrorist threat and volatile regional security conditions in the Middle East have tested U.S.-Saudi relations. The direct participation of 15 Saudi nationals in the terrorist attacks of 9/11 2001, and the identification of several Saudi nationals as alleged supporters of terrorism have called into question Saudi Arabia's reliability as an ally. Increased official counterterrorism cooperation and shared concerns about Iranian foreign policy have

provided a new strategic logic for U.S.-Saudi security relations since 2003. Long-standing defense ties remain intact, and U.S. arms sales to Saudi Arabia have continued, with over \$14 billion in potential Foreign Military Sales to Saudi Arabia approved by the Bush Administration and Congress since January 2005.

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- Bruck, G. v. (2000). "Higher Education in Yemen: Knowledge and Power Revisited." International Higher Education(18): 14-16.
- Bruhn, C. (2006). "Higher Education as Empowerment: The Case of Palestinian Universities." American Behavioral Scientist **49**(8): 1125-1142.
Palestinian universities have been a dynamic force across Palestinian communities since their inception under Israeli occupation in the early 1970s. What began as initiatives of private families or religious foundations to provide local access to higher education soon grew into a widespread presence across Palestinian communities that has had a profound impact on Palestinian national identity and the persistence of Palestine as a nation. This study specifically argues that Palestinian universities have provided Palestinian communities with the physical and conceptual space to sustain the nation of Palestine by enabling Palestinians to define and articulate a Palestinian national identity, engage in resistance to the Israeli occupation of Palestine, and build the nation of Palestine in the absence of a Palestinian state. This study considers the case of Palestinian universities in an effort to shed light on what enables the university to consistently contribute to the human experience over time and across space.
- Bubtana, A. (2003). "Perspectives on New Frontiers for Arab--European Co-operation in Higher Education." Higher Education in Europe **28**(1): 57-64.
Cooperation in higher education between the Arab world and Europe and America must be pushed in the following main directions: (1) efforts to stem and reverse the brain drain; (2) development of

non-conventional forms of higher education; (3) development of research programs and infrastructure; and (4) promotion and use of information and communications technologies in higher education.

Bubtana, A. (2007). WTO/GATS: possible implications for higher education and research in the Arab States. The Impact of Globalization on Higher Education and Research in the Arab States. Rabat, Morocco, UNESCO.

Buchert, L. (1995). "The Concept of Education for All: What Has Happened after Jomtien?" International Review of Education **41**(6): 537-549.

Burden-Leahy, S. (2005). "Addressing the Tensions in a Process-Based Quality Assurance Model through the Introduction of Graduate Outcomes: A Case Study of the Change Process in a Vocational Higher Education Institution in the United Arab Emirates." Quality in Higher Education **11**(2): 129-136.

Quality systems within the subject institution had flip-flopped from an original model of total emphasis on measurement of standards by examination to one of evidence-based review of the quality of the programme team's quality assurance processes. In 2002 a major review of the institutional programme quality assurance system concluded that an element of performance measurement was required as the emphasis on process was affecting the quality status of programme teams, some of which were able to demonstrate they had produced good quality graduates but were less able to show the quality processes which supported their work. Drawing on international best practice, the institution developed a set of graduate outcomes and linked these to the revised academic quality assurance model. Student output was reviewed by external and internal peer reviewers and initial results indicate that the introduction of an element of measurement has had a positive impact on curriculum development, staff knowledge and involvement in quality activities and has raised the level of debate about what quality means in the institution. This case study includes: an overview of the higher education context in the United Arab Emirates; an outline of the institutional programme quality assurance system and the revisions made; the graduate outcomes and how they were linked to the quality system; a discussion of the implications of the pilot.

Burden-Leahy, S. (2009). "Globalisation and Education in the Postcolonial World: The Conundrum of the Higher Education System of the United Arab Emirates." Comparative Education Review **45**(4): 525-544.

Occupying a crucial economic role in supporting capitalism through the supply of oil, the United Arab Emirates (UAE) is a very-high income, early-development stage nation with high annual economic growth levels but low levels of labour market participation by its citizens. The national higher education system was established in 1977 and offers a different context through which to examine the relevance of existing accounts of globalisation and education in a postcolonial nation. The paper concludes by suggesting ways in which the UAE context challenges and extends Tikly's proposed conceptual framework, described in his article, 'Globalisation and education in the postcolonial world: towards a conceptual framework', when considering the impact of globalisation on the higher education system of a very high-income developing country.

Burke, D. L. and A. A. Al-Waked (1997). "On the Threshold: Private Universities in Jordan." International Higher Education(9): 2-4.

Burkholder, R. (2002). Arabs Value Western Education--For Sons, Gallup.

Burton, B. (2005). "American University of Beirut Rebuilds Its Identity." The Chronicle of Higher Education **51**(40): A.30. The American University of Beirut emerged from the 15 years of war--during which its president and at least a dozen faculty and staff members were killed and many others abducted--bruised and battered, but intact. Long after a civil war and facing new competition, the university is trying to hang on to its niche.

Burton, B. (2006). "America's Hot New Export: Higher Education." The Chronicle of Higher Education **52**(24): A.44. Despite some costly flops, a rapidly growing number of American colleges are setting up shop in foreign students' own countries. In the age of globalization, preparing American students to compete in the global economy is the mission of many American universities. Campus leaders have said that by establishing overseas campuses, faculty members and students can achieve more international experience.

Cairo, T. A. U. o. (1997). Arab Regional Gender / Women's Studies Workshop.

Cameron, J. (1983). International handbook of education systems. Chichester [West Sussex]; New York, Wiley.

Cardinal, M. C. (2005). "Islamic Legal Theory Curriculum: Are the Classics Taught Today?" Islamic Law and Society **12**(2): 224-272.

During the past century, legal education has been redefined in the Arab- Muslim world as a result of the adoption of European codes, procedures and courts. Although Islamic law has been largely excluded from the curriculum of modern law schools, Islamic legal theory (usul al-fiqh) has been retained, albeit on a highly reduced scale, and taught through modern textbooks designed by professors of the new law faculties. This article traces the genealogy of the modern usul textbook in an attempt to explain how the Shari'a faculties of contemporary Arab universities have come to privilege the modern textbook over the classical treatise to teach Islamic legal theory. I compare the curriculum and course material of the Shari'a faculties of five universities: al-Zaytuna, al-Qarawiyyin, al-Azhar, Damascus University and Jordan University. In all, this study examines forty-two modern textbooks of Islamic legal theory. A survey of the contexts in which the first modern textbooks were taught reveals, in part, how the modern textbook of Islamic legal theory differs from its classical counterpart.

Cassidy, T., and Matthew Miller (2002). Higher Education in the Arab States: Responding to the Challenges of Globalization. Cambridge, The Graduate School of Education, Harvard University.

Center for Social Science Research. (1988). al-'Adalah al-ijtima'iyah fi siyasat al-dawlah al-ta'limiyah lil-jami'at. al-Qahirah, al-Markaz al-Iqlimi al-'Arabi lil-Buhuth wa-Tawthiq fi al-'Ulum al-Ijtima'iyah.

Cheddadi, A. (1994). Ibn-Khaldun. Paris, UNESCO.

Chisholm, L. S.-K. G. (2009). South-South cooperation in education and development. New York : Teachers College Press, Cape Town, South Africa.

Chitour, C.-E. (1999). L'Education et la culture de l'Algérie : des origines à nos jours. [Algeria], Enag.

Christina, R., Mehran, G. & Mir, S (1999). Education in the Middle East: Challenges and Opportunities. Comparative education: the dialectic of the global and the local. R. F. Arnove and C. A. Torres. Lanham, Rowman & Littlefield Publishers: 345-370.

Chiller, T. (1975). "The Economics of a Service-Loan Program in Financing Higher Education in the Middle East." Higher Education **4**(2): 247-250.

The problems created by free or nominal tuition schemes implemented in countries of the Middle East are discussed, and an alternative financing program, the service-loan approach, is proposed.

Cochran, J. (1986). Education in Egypt. London ; Dover, N.H., Croom Helm.

Cockburn, D. D., J (2006). Employability. Mansfield, Scotland, Quality Assurance Agency for Higher Education.

Coffman, J. (2003). "Higher education in the Gulf: Privatization and Americanization." International Higher Education **33**(Fall): 17-19.

Cook, B. J. (1999). "Islamic Versus Western Conceptions of Education: Reflections on Egypt." International Review of Education **45**(3): 339-358.

Creating an education system based on Islamic principles while also meeting the demands of a modern, technological world is a daunting, perhaps impossible task. This paper examines the contradictions between Islamic education theory and the Western-based education systems found in most Islamically oriented countries. Egypt is used as a case study to illustrate the complex and delicate balance policy makers must

achieve in meeting the needs of economic development while also affirming their countries' Islamic cultural heritage.

Cook, B. J. (2000). "Egypt's National Education Debate." Comparative Education **36**(4): 477-490.

This study examines the vigorous dialectic presently occurring between intellectuals, religious leaders and politicians trying to define the appropriate role of Islam in education in Egypt. The study highlights the ideological disjunction between a small but powerful elite who are the 'gatekeepers' of education policy and a polity that is calling for a greater infusion of Islamic instruction in the national education system. This study illustrates the challenges of Egypt's policy-makers in sustaining an education system with goals that are interpreted by many to be inconsistent, contradictory or counter to the collective socio-religious prerogatives of the society at large.

Cook, B. J. (2001). "Islam and Egyptian higher education: Student attitudes." Comparative Education Review **45**(3): 379.

The conflicting visions and interpretations of Islam in Egypt have created a certain ambiguity in the country's education, as well as in other aspects of national thought and life. To examine the nexus between Islam and education in Egypt, a sample of 381 university students in Cairo were surveyed about their feelings toward the role of Islam in the state-sponsored universities.

Cristaldi, M. (2006). "Higher Education and the Employment Market in the Arab World." Mediterranean Journal of Educational Studies **11**(2): 87-89.

Cupito, E. a. L., Ray (2011). "Inclusiveness in higher education in Egypt." Higher Education **62**(2): 183-197.

In Egypt, before 1952, education, especially higher education, was the province of a privileged few. After the 1952 Revolution, in pursuit of social justice and economic development, Egypt's leaders eliminated fees, instituted a universal admission examination, promised government employment to all graduates of higher education, and expanded the number of places. Officials expected these policies to increase inclusiveness as enrollments grew. We examine the period from 1988 through 2005, when egalitarian policies remained in place, and during which enrollments continued to expand rapidly. Despite this growth, we find that inclusiveness did not change for males and, at best, modestly improved for females. Young adults from the wealthiest families maintained a substantial advantage in the likelihood of enrolling in higher education. At the same time, females, and notably females from poor families, came to make up a larger share of the higher education community.

Cynthia Myntti, R. Z. a. M. M. (2009). Beyond Walls: The American University of Bierut Engages its Communities. Arab Regional Conference on Higher Education. Cairo.

Daun, H. (2002). Educational restructuring in the context of globalization and national policy. New York; London, Routledge; Falmer.

Daun, H., et al. (2004). Muslims and education in a global context. Educational strategies among Muslims in the context of globalization: some national case studies. H. Daun and G. Walford. Leiden ; Boston, Brill: 5-36.

Daun, H. and G. Walford (2004). Educational strategies among Muslims in the context of globalization : some national case studies. Leiden ; Boston, Brill.

Daun, H. a. and R. Arjmand (2002). Arab countries: oil boom, religious revival and non-reform. Educational restructuring in the context of globalization and national policy. H. Daun. New York ; London, RoutledgeFalmer: xxiv, 335 p.

Davidovitch, N. S., Dan and Kolan, Michal (2007). "Cultural Framework and Objective Obstacles of Arab Students in Two Public Colleges in Israel." Higher Education in Europe **32**(4): 359-368.

This article presents the results of a survey of 459 Jewish and Arab students at two public colleges in Israel in 2005. The study aimed at gaining understanding of Arab students' access to higher education in comparison to access of Jewish students by the objective obstacles to such access as reflected in the admission profiles

and socio-economic background of Jewish and Arab students at two public colleges. Analyses indicated that these academic campuses constitute a site of encounter for two very different population groups, a fact that has significant implications for access and admission policies, and student aid programs. The findings of this study are the first step in further consideration of issues relating to equal opportunities and access to higher education for Arab students, and shed light on potential means for reducing the gaps between Arab students and their Jewish counterparts.

Davidovitch, N. S., Dan and Kolan, Michal (2011). "Challenges of Multiculturalism in Higher Education: Arabs and Jews in Public Colleges in Israel." Journal of US-China Public Administration **8**(6): 672-703.

The article focuses on a comparison of two distinct groups of Israeli students--Jewish and Arab students at two public colleges in Israel: the Academic College of Judea and Samaria (AAUC), Israel's largest independent public college, and the Western Galilee College (WGC), a much smaller institution and extension of Bar Ilan University. The study examines students' attitudes on academic and social climate, and specifically focuses on three aspects related to the climate of the institution, and the fabric of the interpersonal relations between these two groups of students: Arab students' perceptions of equality and consideration for minority groups; students' perceptions of the relationships between the two groups; and Arab students' apprehensions stemming from their minority status. The study further examines students' socio-economic background, their enrollment profiles and preferences, and features of the academic studies of these two groups with the aim of identifying objective challenges to higher education in Israel.

Del Castillo, D. (2001). "Egypt puts a scholar, and academic freedom, on trial." The Chronicle of Higher Education **47**: A53.

Del Castillo, D. (2002). "An Exiled Scholar of Islam." The Chronicle of Higher Education **48**(22): A.48.

Nasr Abu Zeid was a professor at Cairo University when a colleague accused him of apostasy. He and his wife fled to the Netherlands, where he teaches Islamic history at Leiden University. In an interview, he explains that the concept of the Koran as the literal utterance of God was created and protected as a political decision and that Islam Muslim needs reformation and theological discussions.

Del Castillo, D. (2002). "The President of American U. of Beirut Strives for Open Debate." The Chronicle of Higher Education **49**(2): A.8.

John Waterbury, president of the American University of Beirut, discusses what has changed at his institution since Sep 11, 2001. The campus has been affected in a general way by the level of violence in the region, and it was into that context that the horrific events of Sep 11 fitted themselves.

Del Castillo, D. (2003). "An Expat's Life: The Ups and Downs of Being an American in Saudi Arabian Academe." The Chronicle of Higher Education **49**(37): A.35.

Last week's bombings may put an end to Arlo Schurle's stay in Saudi Arabia, but they probably won't end his days as an academic expatriate. Schurle says that working in foreign countries appeals to him partly because his teaching role is expanded.

Del Castillo, D. (2003). "Saudi Arabia's Identity Crisis: Universities Near the Birthplace of Islam Rethink Their Relationship With the Religion." The Chronicle of Higher Education **49**(44): A.33.

Critics of Saudi higher education say the dominance of Islamic content in the curriculums and the conservative version of Islam that is taught help contribute to a closed mind-set that leaves the country short on intellectual and scientific talent. Saudi universities and their relationship to Islam with regard to curricula are discussed.

Del Castillo, D. (2003). "Syria Demilitarizes Its Universities." The Chronicle of Higher Education **50**(17): A.42.

Syria's cabinet has issued a decree formally ending the half-century-old militarization of higher education. The decision will result in the disbanding of the Military Training Board and the removal of soldiers, tanks, armored personnel carriers, and other material from campuses.

Del Castillo, D. (2004). "Arab-Emirates Report Criticizes Universities." The Chronicle of Higher Education **50**(23): A.43.

The government of the United Arab Emirates has released a report that sharply criticizes its higher education institutions and blames them, in part, for the sustained levels of high unemployment among recent university graduates. The report focuses on the country's public institutions, which educate the vast majority of degree-seeking students in the seven emirates.

Denman, B. D. a. H., Kholoud T. (2011). "From barriers to bridges: An investigation on Saudi student mobility (2006-2009)." Bordering, Re-Bordering and New Possibilities in Education and Society (Reprinted from International Review of Education) **57**(3/4): 299-318.

Globalisation is often thought to advocate for a single set of beliefs and customs and for a rejection of the need to protect regional cultures and traditions. In the aftermath of 9/11, the rift between Western and Arab cultures has deepened, and there is a patent need for cultural bridges to be built. The government of Saudi Arabia has, by increasing funding for higher education through grants and scholarships, enabled Saudi students to study at overseas universities. A number of non- Saudi students are also enrolled at Saudi Arabian universities. After a brief introduction to the cultural and educational history of the Arab region and Saudi identity, this article turns to contemporary higher education in Saudi Arabia. It introduces the King Abdullah Scholarship Programme and then goes on to present detailed enrolment data for 2006-2009, demonstrating trends and policy changes and identifying patterns in student mobility.

Diab, L. N. and E. T. Prothro (1975). "Changes in authoritarianism associated with university residence in the Arab Middle East." Journal of Social Psychology **97**: 155-162.

Diyab, I. M. (1990). al-'Aid al-iqtisadi al-mutawaqqa' min al-ta'lim al-jami'i. al-Qahirah, 'Alam al-Kutub.

Diyen, H. (2004). "Reform of Secondary Education in Morocco. Challenges and prospects." Prospects (Paris, France) **34**(2): 211-222.

An overview of the challenges and prospects for the reform of secondary education in Morocco is presented.

Donn, G. a. A. M., Yahya (2010). Globalisation and Higher Education in the Arab Gulf States, Symposium Books.

In our knowledge-based world, the societies that prosper are the ones that generate knowledge - through research, through the interwoven relationship between the academe and funded research bodies and with industry. They are the new 'centre'. It is strange indeed to think of the countries of the Arab Gulf States as the 'periphery'. But, as the authors of this book argue very persuasively, by importing a 'baroque arsenal' of increasingly sophisticated and costly educational programmes, the Arab Gulf States consume other countries' knowledge and products, all of which are of declining utility and sustainability. Whilst universities contribute to the culture and political life of modern society, the authors ask - where in the Arab Gulf States is there capacity building, knowledge generation and the culture of imaginative ideas that lie at the root of any civilisation? By following a 'magistracy' on a global journey through regions, nations and into institutions, their answers are intended to inform and to urge the Arab Gulf region into promoting education for its own self-determination and even its survival. CONTENTS Introduction. Forms of Governance CHAPTER ONE Globalisation and Its Influence upon Higher Education in the Arab Gulf States CHAPTER TWO The Arab Gulf States: an outline portrait of six countries CHAPTER THREE Labour Markets in the Arab Gulf States CHAPTER FOUR Higher Education and Curriculum Reform in the Arab Gulf States CHAPTER FIVE The 'Magistracy' at Work: the G8 and the Broader Middle East and North Africa CHAPTER SIX Globalisation and Magistracy in the Arab Gulf States. References

Duffy, T. M. K. J. R. (2004). "Learner-centered theory and practice in distance education cases from higher education." from <http://www.netLibrary.com/urlapi.asp?action=summary&v=1&bookid=102219>

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<http://www.netLibrary.com/urlapi.asp?action=summary&v=1&bookid=102219> Note: An electronic book accessible through the World Wide Web; click for information.

Duning, B. S. V. K. M. J. and L. M. Zaborowski (1993). Reaching learners through telecommunications : management and leadership strategies for higher education. The Jossey-Bass higher and adult education series; Jossey-Bass Publishers.

Ebrahim, A. (2001). Open and distance learning in higher education in Egypt: an evaluation of the degree programmes of the Centre of Open Learning in Cairo University (COLCU). Bath, University of Bath. **PhD**.

Egypt, et al. (1987). Qanun Tanzim al-Jami'at wa-laihatuhu al-tanfidiyah wifqan li-akhir al-ta'dilat. al-Qahirah, al-Hayah al-'Ammah li-Shuun al-Matabi' al-Amiriyah.

Egypt. and Majlis al-Qawmi lil-Ta'lim wa-al-Bahth al-'Ilmi wa-al-Tiknulujiya. (1986). Siyasat al-ta'lim al-jami'i: dirasat wa-tawsiyat. Cairo, al-Majalis al-Qawmiyah al-Mutakhassisah : Tawzi' al-Markaz al-'Arabi lil-Bahth wa-al-Nashr.

Eickelman, D. F. (1992). "Mass Higher Education and the Religious Imagination in Contemporary Arab Societies." American Ethnologist **19**(4): 643-655.

This article explores the relationship between the recent growth of mass higher education in the Arab Muslim world, particularly in Oman and North Africa, religious activism, and the implications of the "objectified" religious knowledge and authority that modern education encourages. Study of the new ways of knowing and the emerging networks for communication and action produced by mass higher education and contemporary religious activism offers insight into the "political economy" of religious knowledge: the interplay of religion, politics, and national identity. [Islam, Middle East, authority, religion, education]

Eickelman, D. F. (1998). Mass education, the new media and their implications for political and religious authority. Abu Dhabi, U.A.E, Emirates Center for Strategic Studies and Research.

El Masslout, A. (1999). La mission inachevée de l'université marocaine. Casablanca, Maroc, Les Editions Toubkal.

El-Amine, A. (2014). Quality Issues in Higher Education Institutions in Arab Countries (A Synthesis of Case Studies), Lebanese Association for Educational Studies (LAES)

This synthetic review presents the issues and salient trends relevant to the subject of quality in higher education institutions at a regional level. It is based on case studies of eleven higher education institutions in three Arab countries: Lebanon, Egypt and Morocco, and adopts the same ten criteria used in these studies. This review shows that "the mission of the university" carries a marginal status in most institutions, and that government institutions share a lack of financial and administrative autonomy, as well as a lack of independence in some academic areas such as selection of students, faculty and programs; it also shows that their governance lacks accountability, transparency and partnerships. Governance problems exist at private universities as well. Institutional research is absent in all of them, though some claim the existence of some kind of research plans which have not been implemented yet in a number of cases. The universities under study generally have one source of funding with limited resources and low per-student cost, even though private universities under study in Lebanon and Morocco have sufficient means. The elements that receive the highest quality ratings are those related to physical buildings and their annexes, but sometimes there are problems related to overcrowding, a low level of services, scattered locations and poor maintenance, inadequate equipment, laboratories and libraries. There is a duality of admission standards between the humanities on the one hand and the pure and applied sciences on the other, favoring the latter and leading to lower teaching and assessment standards in the humanities. There is insufficient information about the scholarly productivity of faculty members, reflecting marginal scholarly activity. The teaching staff is adequate in number, but serious problems exist in areas related to faculty promotion, performance assessment and professional development. Data related to students in terms of selection, progression, graduation, and diversity are scarce; support and guidance opportunities are quite limited. Quality assurance in Egypt is the responsibility of the government, while in Lebanon and Morocco official assurance measures do not exist, despite certain initiatives and attempts in some of the private universities in these two countries are engaged in obtaining international quality assurance certificates This is a synthetic review covering the issues and salient trends of quality in higher education institutions in the Arab region. It is based on case studies of eleven higher education institutions in three Arab countries: Lebanon, Egypt and Morocco adopting the same ten criteria used in these studies. The discussion below is based on an examination of the eleven universities adopting the same ten criteria consecutively.

El-Araby, A. (2011). "A Comparative Assessment of Higher Education Financing in Six Arab Countries." Prospects: Quarterly Review of Comparative Education **41**(1): 9-21.

This study analyses the policies for financing higher education in six Arab countries: Egypt, Jordan, Lebanon, Morocco, Syria, and Tunisia. It assesses the adequacy of spending on higher education, the efficiency with which resources are utilized, and the equity implications of resource allocations. Based on six detailed case studies, this comparative study is intended to highlight the common features and similarities, as well as the differences among countries in the region, in addition to best practices and success stories. It also addresses the future challenges that are likely to exert pressure on higher education finance and assesses the reform efforts undertaken by the governments in the region. Finally, it proposes alternative strategies for dealing with problems of finance in the Arab region, in light of international experiences and the region's unique characteristics.

El-Hawat, A. (2007). Funding higher education in the Arab States: thoughts and reflections on the topic. The Impact of Globalization on Higher Education and Research in the Arab States. Rabat, Morocco, UNESCO.

Elsadda, H. (2002). "On the margins: Gender and academic freedom at Cairo University." Academe **88**(3): 32.

Implicated in wider conflicts over modernization, democracy, and tradition, gender studies has become a flashpoint for academic freedom in Egyptian universities. Political and cultural challenges to academic freedom have become especially apparent in the field of gender studies at Cairo University.

Elsadda, H. (2006). Resistance as prerequisite for reform. A.-A. Weekly, AL-Ahram: 2.

Elsadda, H. (2006) Resistance as Prerequisite for Reform. Al-Ahram 21-27

El-Sanabary, N. (1992). Education in the Arab Gulf States and the Arab World; An Annotated Bibliographic Guide: Garland Reference Library of Social Science. New York, Garland Publishing.

This book is a 1,775-item bibliography of English-language literature published between 1950 and 1989 on education in the Arab Gulf States and the Arab world as well as general works on the Arab countries as a whole. The first chapter provides an introduction and discussion of major issues in various areas. The literature citations are grouped in six parts and 23 chapters. Each chapter begins with a general section on education in the Arab world or the Gulf regions, followed by entries on individual countries listed in alphabetical order. Under each country, entries are arranged alphabetically by authors. Most of the references include brief annotations. Citations are grouped into the following categories: social science research, context of education, bibliographies and references, religion and education, educational systems and developments, country reports, preschool and primary education, secondary education, curriculum and instruction, social science education, science and mathematics, language instruction, educational administration and supervision, vocational and technical education, special education, literacy and adult education, systems and institutions, curriculum and evaluation, management, study abroad, women's education, teacher education, educational planning, manpower, guidance and counseling, educational media and instructional technology, and educational research. Author and subject indexes are included.

El-Sanabary, N. (1994). "Female Education in Saudi Arabia and the Reproduction of Gender Division." Gender and Education **6**(2): 141 - 150.

This paper explains the reproduction of gender divisions and power relations through education in a traditional Islamic country, Saudi Arabia. That country has drawn both upon Islam and its oil wealth to expand female education vastly within traditional boundaries. Its model of female education is unique among all Islamic countries, in its structure and strategies for the reproduction of gender divisions through (1) a dual system of male and female education; (2) a gender-specific educational policy that emphasizes women's domestic function; (3) gender-segregated schools and colleges; and (4) curriculum differentiation at the various educational levels. The author maintains that Saudi education, a microcosm of Saudi Arabian society, has intentionally instituted these mechanisms and structures as a means of cultural conservation and social control. The Saudi experience proves previous research findings that female educational expansion does indeed increase women's social and occupational options, but does not necessarily alter gender and power relations.

Epstein, I. (1991). "Comparative and International Education: Bibliography (1990)." Comparative Education Review **35**(3): 576-602.

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Erdreich, L. (2006). "Instructive Ritual: The Arab Student Union and the Communitas of the Palestinian Israeli Educated." Social Analysis: The International Journal of Social and Cultural Practice **50**(2): 127-145.

In spite of state efforts to limit public nationalist ritual of the Palestinian Israeli community, one ritual system, as this article details, is kept intact by the Arab Student Union (ASU). Based on an ethnographic study of the Hebrew University ASU, I show how this ritual system is instructive in a specific, educated Palestinian Israeli identity. Instruction revolves around the root paradigms of a specifically Israeli Palestinian-ness and of the national responsibility of the educated. The instructive ritual system arouses communitas of the educated Palestinian community through instruction carried out in the context of sacralized space and time and by means of the use of ritual art and events, the recruitment of ritual commentators, and the intermeshing of ethos and world view. This ritual system can be understood as an indigenous Palestinian Israeli pedagogy for liberation.

Erik, V. (2007). "MIT to Help Create U. in Abu Dhabi." The Chronicle of Higher Education **53**(27): A.47.

MIT has closed a deal with a state-owned company in Abu Dhabi to help develop a new technology-focused research institute to be called the Masdar Institute of Science and Technology. The deal was negotiated with the government-owned Abu Dhabi Future Energy Company, which will manage the institute, the first of its kind in the region.

Erlikh, H. (1989). Students and university in 20th century Egyptian politics. London, England ; Totowa, N.J., F. Cass.

Fahim, Y. a. S., Noha (2011). "Adequacy, efficiency and equity of higher education financing: The case of Egypt." Prospects **41**(1): 47-67.

To meet its future challenges in financing higher education, Egypt has no option but to search for alternative funding arrangements. This article considers the question of how to do so, keeping in mind the need to ensure equitable access to good quality education for those who cannot afford it. To this end, the article begins by assessing public expenditure on higher education in Egypt, with respect to its adequacy, efficiency, and equity. Next, it analyzes the impacts that demographic changes, the demand for quality education, and the transition to private provision of education will have on the nature of financing higher education in the future. It concludes by suggesting alternative strategies to address the problem of financing higher education in Egypt.

Faksh, M. A. (1976). "Education and Elite Recruitment: An Analysis of Egypt's Post-1952 Political Elite." Comparative Education Review **20**(2): 140-150.

Farag, I. (2000). "Higher Education in Egypt: The Realpolitik of Privatization." International Higher Education(18): 16-18.

Farjani, N. (2001). Human development and the acquisition of advanced knowledge in Arab countries : the role of higher education, research and technological development. New York, United Nations.

Farjani, N. (2002). The Arab human development report 2002 : creating opportunities for future generations, United Nations Development Programme, Regional Bureau for Arab States.

Farjani, N. (2003). The Arab human development report 2003 : building a knowledge society. New York, United Nations Development Programme, Regional Bureau for Arab States.

Farrell, L. and T. J. Fenwick (2007). Educating the global workforce : knowledge, knowledge work and knowledge workers. World yearbook of education, New York.

Fay, M. A. (2001). Auto/biography and the construction of identity and community in the Middle East. New York, N.Y., Palgrave.

Fay, M. A. (2002). Auto/biography and the construction of identity and community in the Middle East, Palgrave.

Findlow, S. (2001). Global and local tensions in an Arab Gulf state: conflicting values in UAE higher education. Travelling Policy/Local Spaces: Globalisation, Identities and Education Policy in Europe. Keele, U.K., Education Department, Keele University.

Findlow, S. (2005). "International networking in the United Arab Emirates higher education system: global–local tensions." Compare: A Journal of Comparative Education **35**(3): 285-302.

This paper provides a description of the international networking tensions involved in the recent development of a higher education system in the United Arab Emirates (UAE): a single context offering distinct and variable constructions of "local" and "global." The paper explores contextualised associations of these concepts--or instances between localism and fundamentalism, focusing on pan-Arab and Egyptian influences in the country as key to understanding the variable boundaries of these networks that support a relativist, situationally constructed reading of the "global networking phenomenon." Within this context, the paper also explores connections between higher education networking, collective identity and state governance; it offers a version of modernism in which nation-state sovereignty and a networked society, facilitated in a range of ways by a uniquely outward-looking approach to higher education, are integrally linked, and not dependant on the existence of such "global" norms as constitutional democracy.

Findlow, S. (2006). "Higher Education and Linguistic Dualism in the Arab Gulf." British Journal of Sociology of Education **27**(1): 19-36.

This paper examines the spread of English as a medium of higher education in the Arab world, addressing questions about the relationship between higher education, language shift and cultural (re)production through such post-colonial educational bilingualism. Drawing on exploratory ethnographic research, it documents how both Arabic and English have been implicated in the reconfiguring of collective identities through mass higher education in one Arab Gulf country against a context of rapid modernisation with a regional undercurrent of recurrent pan-Arab and Islamist-tinged nationalism. It examines how far the resulting linguistic-cultural dualism amounts to a loss of linguistic-cultural diversity, and how far there is a linguistically-framed discourse of resistance to such a process. Theoretically, the paper engages with discourses relating to socio-cultural reproduction, collective identity, educational standardisation, change and cultural chauvinism, and markets. It offers insights into the potential for both language and higher education to act as tools or fields for cultural transformation and for resistance identity construction.

Findlow, S. (2008). "Islam, Modernity and Education in the Arab States." Intercultural Education **19**(4): 337-352.

This paper considers the ways in which Arab education systems have responded to the challenges of modernity alongside framing structures of religion. Focusing mainly on the tertiary education sector, it offers a critical overview of the way in which Arab education authorities have sought, collectively and individually, to address both secular and religious fundamentalist demands. It analyses policy and culture in response to econopolitical change, and to shifting perceptions of the functions of education. Engaging with ideas about the relationship between secularism and modernity, it argues that regional patterns of infrastructural engagement with religion have more to do with politics and power than with ideological foundations of culture and society, and challenges, as others have done, the essentialist association of modernity and secularism.

Findlow, S. (2008). "Women, Higher Education and Social Transformation in the Arab Gulf." Oxford Studies in Comparative Education **18**(2): 57-76.

Findlow, S. (2013). "Higher education and feminism in the Arab Gulf." British Journal of Sociology of Education **34**(1): 112-131.

This article explores how higher education is being conceptualized as part of a neo-liberal 'feminist' social change project in the post-imperial context of the Arab Gulf. Challenging the tendency to essentialised

treatments of gender and women in Muslim countries, it makes visible the diverse experiences and views of a particular group of Gulf purposively sampled women – students, graduates and academics – as it explores how they are situating themselves against available feminist narratives, how they are seeing themselves as citizens and political actors, and how higher education's spaces and constraints are mediating these processes. A conflicted picture emerges, of mass higher education helping provide women with radical ideas and ambitions, and helping to make public demands and assert self-representation, while their freedoms to act are limited by underlying hegemonic structures that are still predominantly male and against which women variously rationalize their strategic conformity.

Fox, W. H. (2007). "The United Arab Emirates: Policy Choices Shaping the Future of Public Higher Education." Research & Occasional Paper Series: CSHE **13**(7).

The United Arab Emirates (UAE) is in the midst of tremendous economic development. With a rapidly changing economy, it is increasingly important for this expatriate dependent country to start training a native, modern workforce with the skills required to enter the workplace. The UAE must continue improving and developing their higher education system if it wants to create graduates with the training and education required to compete with students and workers from over-seas. This paper will describe the UAE's higher education system, as well as current and potential obstacles for UAE universities to overcome, focusing on issues such as funding concerns and student access.

Frayha, N. (2003). "Education and social cohesion in Lebanon." Prospects **33**(1): 77-88.

Friedrich-Ebert-Stiftung. and A. Oumlil (1995). Academic freedom in Arab universities : ATF seminar, Amman, 27-28 September 1994. Amman, Jordan, Arab Thought Forum.

Fudala, M. a.-H. (1998). al-Masirah al-raidah lil-ta'lim al-'Arabi al-hurr bi-al-Jazair. al-Jazair, Dar al-Ummah.

Galal, A. (2007). The road not traveled : education reform in the MENA region. MENA development report; World Bank, Projected Pub Date: 200706.

Galal, A. (2008). The road not traveled : education reform in the Middle East and North Africa. MENA development report; World Bank.

Galal, A. a. K., Taher (2011). "Access and equity in financing higher education in Arab countries." Prospects **41**(1): 5-8. This special issue, guest edited by Ahmed Galal and Taher H. Kanaan, focuses on different issues surrounding access and equity in financing higher education in various Arab countries (Egypt, Jordan, Lebanon, Morocco, Syria and Tunisia).

Three key issues of higher education finance are assessed; adequacy (relative to certain benchmarks), efficiency (both internal and external) and equity (along gender lines, level of income and location). Within this regional comparative framework, this issue also looks at the bigger picture of how education can be an engine for social, political and economic development.

Gallagher, E. B. (1989). "Institutional Response to Student Difficulties with the "Language of Instruction" in an Arab Medical College." The Journal of Higher Education **60**(5): 565-582.

This article presents a study related to the use of a non indigenous language of instruction (LI) in higher education. The use of a non indigenous LI creates a major difficulty throughout institutions of higher education in developing societies. Students are expected to be proficient in a metropolitan language because insufficient teaching materials exist in the native language. In the discussed study, the author examines language issues within a medical college in Saudi Arabia. The indigenous language is Arabic and the LI is English. The dean and the administration played a central role in recruiting faculty and maintaining the instructional environment, though they had little direct power to regulate or improve instruction. Still, the dean had a strong symbolic presence in faculty and student thinking. The difficulties of the medical students in coping with English were protean, pervasive, and persistent. Everyone recognized the problems, but they were officially ignored. It was thus a bold step for the dean to give the language problem the

visibility inherent by creating the Student Language Difficulties Committee. Its purpose was to promote the ability to communicate effectively in both Arabic and English to enable its graduates to participate in translating and assembling a relevant Arabic medical literature. The Committee successfully achieved its goal.

Gambill, G. C. (2003). "Student Politics in Lebanon." Middle East Intelligence Bulletin 5(11): 3.

Gesink, I. F. (2006). "Islamic Reformation: A History of Madrasa Reform and Legal Change in Egypt." Comparative Education Review 50(3): 325-345.

Giroux, H. A. (1981). Ideology, Culture & the Process of Schooling. Philadelphia, Temple University Press.

Goby, V. P. a. N., Catherine (2012). "Introducing Ethics and Corporate Social Responsibility at Undergraduate Level in the United Arab Emirates: An Experiential Exercise on Website Communication." Journal of Business Ethics 107(2): 103-109.

In this article, we describe an assignment undertaken by our third-year students at a University Business School in the United Arab Emirates. The assignment serves to introduce corporate social responsibility and ethics in the undergraduate curriculum and to raise student awareness of how corporate activity together with corporate social responsibility can impact a country's social, political, and cultural landscapes. We outline the assignment, student response to it, and its contribution to student intellectual development in terms of ethical perspective, philanthropy versus ethics, economic development, and cultural diversity. We discuss the implications of this learning experience for our students and their greater understanding of items within the United Arab Emirates government's strategic directions, namely, creating a cohesive society and a sustainable environment.

Gorman, A. (2003). Historians, state and politics in twentieth century Egypt: contesting the nation. London; New York, Routledge.

Gorman, A. (2005). "Anarchists in Education: The Free Popular University in Egypt (1901)." Middle Eastern Studies 41(3): 303.

The Free Popular University represents one of the "lost voices" that contested the dominant colonial-national discourse. The university serves as an important example of social mobilization and the transmission of ideas at a non-elite level.

Gossett, E. F. (1963). "The American University in Cairo: An Experiment in Cross-cultural Development." The Journal of Higher Education 34(3): 153-157.

Grant, C. A. and J. L. Lei (2001). Global constructions of multicultural education: theories and realities. Mahwah, N.J., L. Erlbaum Associates.

Guéraiche, W. (2012). "Higher Education in the United Arab Emirates, between emiratization and market constraints." Revue du Monde Musulman et de la Méditerranée (131): 183-199.

Since the creation of the first public university in 1977, the UAE federal government has made higher education the main tool emiratization (inclusion of UAE executives in the public and private sector). The expansion of private higher education institutions since the mid-1990s has not changed that goal but the ministry of higher education has gradually become a regulatory body of the university offers by granting accreditation. Four emirates (Abu Dhabi, Dubai, Sharjah and Ras Al Khaimah) fought a fierce battle to become the "hub" of higher education in the UAE and the Gulf. They tried to get the names of prestigious universities to build momentum. This competition has turned in favor of Abu Dhabi could become the academic center of the UAE or in the region. It has also resulted in a redistribution of powers between the federation and the local emirates.

Gürüz, K. (2006). "The Development of Private Higher Education in Turkey " International Higher Education(45): 11-12.

Habiby, R. (1988). Teaching Political Science in the Arab World.

There are many impediments to the development of political science as a true academic discipline in the Arab world. Each nation has its own ideological and political framework, and freedoms are determined within this framework. To operate outside this framework is considered an attack on the legality of the system and a possible threat to national security. Therefore, academic freedoms are limited and classroom instruction is a matter of delivering preplanned concepts. Objectionable professors and students are purged and information that is considered objectionable is not included when textbooks and journals are translated into Arabic. There is no separation of church and state in the Islamic world, so for a political scientist to discuss analytically the concepts of the Caliphate or such topics as nationalism, socialism, or Marxism is tantamount to heresy. Because Ph.D. programs are not well developed, graduates of the universities must go abroad for further study. When they return to teach, they bring with them the teaching methods, textbooks, and philosophical and ideological orientations of those countries in which they studied. This diversity creates problems as professors and administrators disagree on curricula, subject content, examinations, treatment of students, and research methods. The Arabic language is required for instruction but there is a shortage of textbooks and reference materials in Arabic. The faculty in the Arab world sense these problems and are attempting to resolve them. (JB)

Haddad, Y. (1992). "Arab Universities: Goals and problems." Journal of Arab Affairs **11**(1): 91-105.

Haidar, A. H. (2000). "Professors' Views on the Influence of Arab Society on Science and Technology." Journal of Science Education and Technology **9**(3): 257-273.

This study investigated types of societal agents and the nature of their influence on Science and Technology (S&T) from Arab University professors' standpoint. Thirteen items from VOSTS instrument, developed by Aikenhead, Ryan, and Fleming (1989), were modified and used in this study. Five more items were developed by the researcher to meet the purpose of the study. The instrument was administered to 64 university professors at the Faculties of Science, Engineering, Agriculture, Medicine, Humanities and Social Sciences, and Education. The results showed that out of the four societal agents (government, the private sector, the public at large, and culture) identified by McGinn (1991) the first and the last have the most potent influence on S&T in the Arab world. The study also found that the influences of the Arab culture on S&T have positive and negative nature. Positive influences are cultural, political or economic. Positive cultural influences are: the promising role in reviving ijihad³ to encourage researchers to study and understand nature, the placed emphasis by Islam on the importance of pursuing knowledge, and international competition. Political and economic positive influences are the Arab people's intent to be in position equivalent to developed cultures regarding S&T and Arab states efforts in preparing researchers in different areas. Negative influences are also cultural, political, or economic. For example, forcing taqlid⁴ in different aspect of life is a damaging cultural influence. Political and economic negative influences include little or no research funding, bureaucracy, heavy dependence on imported scientific and technological products, and brain drain. The study recommended the following: (1) to revive the concept of ijihad to encourage developments in S&T; (2) to provide children with adequate conditions and resources to acquire good background in S&T in a way that considers students' world view; (3) to ensure enough financial resources for instituting S&T; (4) to empower Arab universities to participate effectively in instituting S&T; and (5) to unify Arab states efforts to establish a strategic plan for instituting S&T.

Haim, W. (2000). "At American U. in Cairo, professors fear censorship and a revolving door." The Chronicle of Higher Education **46**(40): A59.

Some professors at the American University in Egypt say that they lack academic freedom, and that a revolving-door hiring policy pushes out those with controversial ideas. The censorship these educators are subjected to by the Egyptian government and the university's draconian hiring-and-firing process are examined.

Hallaj, M. (1980). "The Mission of Palestinian Higher Education." Journal of Palestine Studies **9**(4): 75-95.

Hamzawy, A. (2006). The Saudi labyrinth : evaluating the current political opening. Middle East series; Carnegie papers, Carnegie Endowment for International Peace.

"Recent years have witnessed unprecedented political dynamism in Saudi Arabia. Since 2002, the

government has pursued various reform policies. Its most relevant measures have included reforming the Shura Council, holding municipal elections, legalizing civil society actors, implementing educational reform plans, and institutionalizing national dialogue conferences. Two factors -- international and domestic reform demands-- have injected new elements of dynamism and openness into Saudi Arabia's political reality. They have also generated sufficient incentives for the government to embark on the road of reform. ... Hamzawy discusses the political actors in Saudi Arabia's political scene, recent reform measures, potential for further reform and the role of the United States. Hamzawy argues that although the reforms may seem small to the United States, they are integral steps toward liberalization."--Carnegie Endowment web site.

Hanafi, S. (2000). "The University Education of Syrian Engineers." International Higher Education(18): 19.

Hanania, E. A. S., et al. (1980). Arab women and education. Beirut, Lebanon, Institute for Women's Studies in the Arab World, Beirut University College.

Hanna, D. E. (2000). Higher education in an era of digital competition : choices and challenges. Madison, WI, Atwood Pub.

Hans, N. (1958). "Nationalism and Education in Asia." Comparative Education Review **2**(2): 4-12.

Harb, I. K. and United States Institute of Peace. (2008). Higher education and the future of Iraq. Washington, DC, U.S. Institute of Peace: 13 p.

Harb, N. (2007). " Socioeconomic characteristics of college of business and economics students and the effect of these characteristics on students' performance " إدارة الأعمال(96): 41 - 51.

Hasanayn, M. S. (1989). Dirasat fi mushkilat al-ta'lim al-jami'i wa-al-a'li. [Egypt].

Hasanayn, M. S. (1997). Tarikh wa-nizam al-ta'lim fi Misr. Cairo, s.n.

Hashim, H. (1994). Suwar min al-fasad al-jami'i. al-Qahirah, Dar al-Shuruq.

Hassan, F. (1997). "Science Education in Egypt and Other Arab Countries in Africa and West Asia." Frontiers: The Interdisciplinary Journal of Study Abroad **3**(2): 91-103.

Examines science education in Egypt and the Arab states, focusing on the status of science and technology at the pre-university level and higher education, the science and technology structural component in the higher education system, student enrollment at the B.S. level, distribution of B.S degrees by sex, science and technology graduates, M.S. and PhD. enrollment, and the science community in Egypt.

Hatem, M. F. (1992). "Economic and political liberation in Egypt and the demise of state feminism." International Journal of Middle East Studies **24**(2): 231-251

Hayhoe, R., et al. (2001). Knowledge across cultures: a contribution to dialogue among civilizations. Hong Kong, Comparative Education Research Centre, The University of Hong Kong.

Henry, C. M. and R. Springborg (2001). Globalization and the politics of economic development in the Middle East. Cambridge, UK ; New York, NY, USA, Cambridge University Press.

Herrera, L. (2002). ""The Soul of a Nation": Abdallah Nadim and Educational Reform in Egypt (1845-1896)." MEDITERRANEAN JOURNAL OF EDUCATIONAL STUDIES **7**: 1-24.

Heyneman, S. P. (1997). "The Quality of Education in the Middle East and North Africa." International Journal of Educational Development **17**(4): 449-466.

Hilal, A. a.-D., et al. (1994). al-Ta'lim wa-al-tanshiah al-siyasiyah fi Misr, Cairo, Jami'at al-Qahirah, Kulliyat al-Iqtisad

wa-al-'Ulum al-Siyasiyah, Markaz al-Buhuth wa-al-Dirasat al-Siyasiyah.

Hilali, A. a.-R. (1975). Tarikh al-ta'lim fi al-'Iraq fi 'ahd al-ihtilal al-Baritani, 1921-1941. Baghdad, [s.n.].

Hilali, A. N., et al. (2000). al-Hurriyah al-fikriyah wa-al-akadimiyah fi Misr : a'mal nadwah muhdah ila Ahmad Nabil al-Hilali, al-Jizah, Dar al-Amin.

Howk, J. C. (2008). Lions in the Path of Stability and Security: Oman's Response to Pressing Issues in the Middle East. Ft. Belvoir, Defense Technical Information Center.

Scholars and intelligence experts have identified numerous factors that contribute to instability and insecurity in the Middle East. These factors range from large youth populations to Islamic extremism. This thesis examines responses adopted by the Sultanate of Oman when faced with two structural sources of instability commonly found in the Middle East: overreliance on oil revenues and insurgency, in this case in the Dhofar region. The Omani solutions provide a model for ending rebellions, recognizing economic challenges, and developing a strategy for improving the standard of living for the population. The thesis will analyze the case of the Dhofar Rebellion from 1962-1975 and explain how Oman subdued the insurgency. It explains how the anti-government forces operated and what they demanded from Oman's ruler -- the Sultan. The work here will highlight the government's response to the insurgent attacks, first under Sultan Said bin Taimur and then the altered responses under his successor and current ruler of Oman, Sultan Qaboos. Changes in strategy introduced by Qaboos helped defeat the insurgent forces that had been operating in the country for nearly a decade. The analysis of the insurgency will draw upon theories of social mobilization to highlight the sources of social unrest as well as government responses to the threat. Oman dealt with this threat to its security during the same time it coped with an economy almost entirely dependent on oil revenue for its economic growth. The thesis reviews Oman's history with oil and compares it with other oil-producing nations. Next it determines how much Oman's non-oil economy sectors have grown or decreased since the discovery of oil. The thesis argues that the government is successfully diversifying its economy to decrease its dependence on oil production while investing its oil wealth in an educational system that can provide a work force capable of operating in a newly diversified economy.

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Hussain, A. (2004). "Islamic education: why is there a need for it?" Journal of Beliefs and Values **25**: 317-323.

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Ichilov, O. M. A. E. (1996). Between state and church : life-history of a French-Catholic school in Jaffa. Frankfurt am Main, New York.

Ismail, S. J. (1998). Oman: system of higher education. The International Encyclopedia of Education. Torsten Husen, T. N. Postlethwaite, B. R. Clark and G. Neave. Oxford, Pergamon.

Issa, A. T. E. a. S., Ahmed Gumaa (2012). "Higher Education in the Arab World & Challenges of Labor Market." International Journal of Business & Social Science 3(9): 146-151.

The destiny of any nation begins in its classroom where young people are equipped with knowledge and skills to lead the nation. Higher education is the corner stone in development where work force is trained to lead the social, economic, political and cultural change. In such a competitive global economy the human capital is the most valuable asset. Higher education institutes are training units, where labor force is made. These institutes are also incubators of scientists and technologists where researchers are qualified to make the scientific and technological change. This role is absent in higher Arab Education Institutes; so this paper aims at specifying the internal and external challenges that are facing higher education institutions in the Arab world; in addition to searching the degree of responsiveness of these institutions to face these challenges, and how to integrate them with the requirements of development and labor market needs

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Jamali, M. F. (1993). Khibrat wa-ara fi al-dirasah al-jami'iyah. al-Kuwayt, Dar Su'ad al-Sabah.

Jamiah al-Tunisiyah. (1992). Ashghal Multaqa al-Jami'ah wa-al-Tahawwulat al-Ijtima'iyah : Tunis 14-19 May 1990, Tunis, Jamiah al-Tunisiyah, Markaz al-Dirasat wa-al-Abhath al-Iqtisadiyah wa-al-Ijtimayah.

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Jami'at 'Ayn Shams. Markaz Tatwir al-Ta'lim al-Jami'i, M., et al. (2004). al-Mutamar al-Qawmi al-Sanawi al-Hadi 'Ashar (al-'Arabi al-Thalith) li-Markaz Tatwir al-Ta'lim al-Jami'i : al-ta'lim al-jami'i al-'Arabi : afaq al-islah wa-al-tatwir bi-al-ta'awun ma'a Markaz al-Dirasat al-Ma'rifiyah : 18-19 Disimbir 2004 M, [Cairo], Jami'at 'Ayn Shams, Markaz Tatwir al-Ta'lim al-Jami'i, Markaz al-Dirasat al-Ma'rifiyah.

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Jami'at 'Ayn Shams. Markaz Tatwir al-Ta'lim al-Jami'i, M. and a.-J. i. Jami'at 'Ayn Shams. Markaz Tatwir al-Ta'lim (2003). al-Mutamar al-Qawmi al-Sanawi al-'Ashir (al-'Arabi al-Thani) li-Markaz Tatwir al-Ta'lim al-Jami'i : Jami'at al-mustaqbal fi al-watan al-'Arabi, 27-28 Disimbir 2003. [Cairo], Jami'at 'Ayn Shams, Markaz Tatwir al-Ta'lim al-Jami'i.

Jami'at 'Ayn Shams. Markaz Tatwir al-Ta'lim al-Jami'i, M., et al. (2005). al-Mutamar al-Qawmi al-Sanawi al-Thani 'Ashar (al-'Arabi al-Rabi') li-Markaz Tatwir al-Ta'lim al-Jami'i : "tatwir ada al-jami'at al-'Arabiyah fi daw ma'ayir al-jawdah al-shamilah wa-nazm al-i'timad," 18-19 Disimbir 2005, Cairo, Jami'at 'Ayn Shams, Markaz Tatwir al-Ta'lim al-Jami'i.

Jami'at 'Ayn Shams. Markaz Tatwir al-Ta'lim al-Jami'i, M., et al. (2001). al-Mutamar al-Sanawi al-Thamin li-Markaz Tatwir al-Ta'lim al-Jami'i : mukhrajat al-ta'lim al-jami'i fi daw mu'tayat al-'asr : 13-14 Nufambar 2001, [al-Qahirah], Jami'at 'Ayn Shams, Markaz Tatwir al-Ta'lim al-Jami'i.

Jami'at Bir Zayt. (1991). The Criminalization of education : academic freedom and human rights at Birzeit University during the Palestinian uprising. Birzeit, West Bank, Public Relations Office, Birzeit University.

Jam'iyah al-Misriyah lil-Tarbiyah al-Muqaranah wa-al-Idarah al-Ta'limiyah, M. and Jami'at 'Ayn Shams - Markaz Tatwir al-Ta'lim al-Jami'i. (2000). al-Idarah al-ta'limiyah fi al-watan al-'Arabi fi 'asr al-ma'lumat : al-Mutamar al-Sanawi al-Thamin, 27-29 Yanayir 2000 M : waqai' al-mu'tamar, al-Qahirah, Dar al-Fikr al-'Arabi.

Jam'iyah al-Misriyah lil-Tarbiyah al-Muqaranah wa-al-Idarah al-Ta'limiyah, M. and a.-J. i. Jami'at 'Ayn Shams. Markaz Tatwir al-Ta'lim (2006). al-Mutamar al-sanawi al-rabi' 'ashar, al-'awlamah wa-manzumat al-ta'lim fi Misr wa-al-'alam al-'Arabi : al-fatrah min 21-22 Yanayir 2006 : waqai' al-mutamar, al-Qahirah, Dar al-Fikr al-'Arabi.

Jamlan, M. H. (1995). "Proposal for an open university in the Arab world." Technological Horizons In Education Journal **22**: 53-57.

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Jansen, W. (2006). "Gender and the Expansion of University Education in Jordan." Gender and Education **18**(5): 473-490.

This article explores how gender is threaded through the expansion and privatization of higher education in Jordan. Due to the justified current concern with the educational deficit of Muslim girls, it is easy to overlook the educational advances made by girls in some Islamic countries. In Jordan, girls have profited more than boys from the expansion of higher education. Economic or political reasons cannot explain this change, so explanations for the advancement of girls in the universities have to be sought elsewhere. I argue here that, for Jordan, this female advancement is linked to the commercialization of education set in motion by the early mission schools, the re-Islamization of society, and the prestige system of 'culturedness'. For this article, I have drawn upon qualitative anthropological data gathered through interviews with students, staff and parents in Jordan and from an analysis of higher education statistics. (Contains 1 note.)

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Jebreen, M. A. (2008). "Analysis of the faculty members' attitudes towards using IT applications in the University Education and its relation with some variables " ةيسرفنل او ةيوب رتل ا حول عل ا ةلجم **9**(3): 25-54.

Jebriel, M. A. S. (2006). Reflections on higher education in Palestine: barriers to academia and intellectual dialogue in the Palestinian-Israeli context. Dept. of Educational, Studies, University of Oxford. **M.Sc. Higher Education**.

Jensen, M. I. (2006). "'Re-Islamising' Palestinian Society 'From Below': Hamas and Higher Education in Gaza." Holy Land Studies: A Multidisciplinary Journal **5**(1): 57-74.

This essay is a contribution to the field of studies that explores how Islamist movements promote social and educational activities 'from below'. It approaches the issue of Islamism and higher education through the efforts of the Palestinian Islamic Resistance Movement (Hamas) and its reformist educational activities at the Islamic University of Gaza, which is a major stronghold of the movement. The essay illustrates how the university defines and understands its role in Palestinian society. It offers empirical data and further insights into the ways in which young students respond to and absorb the leadership's efforts to carry out what might be described as the 're-Islamisation' processes of Palestinian society 'from below': the Islamic state in Palestine would be the result of a gradual, incremental process of 're-Islamisation', to be achieved primarily by education and social action 'from the bottom up'.

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Electronic media such as the Internet promise to have a huge impact on educational institutions and information centres in the United Arab Emirates. While cost has not been a factor in the implementation of

such networks in the Gulf region, social and cultural implications are likely to be profound. The utilization of such information technology needs to be closely allied with appropriate curriculum developments which incorporate cultural perspectives, language needs and the diverse skill levels of likely users in the newly emerging tertiary education sector in the UAE.

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Jumay'i, A. a.-M. i. I. a.-D. (1983). Jami'ah al-Misriyah wa-al-mujtama', 1908-1940. Cairo, Markaz al-Dirasat al-Siyasiyah wa-al-Istiratijiyah bi-al-Ahram.

Jumay'i, A. a.-M. i. I. a.-D. (1986). Tarikh Misr al-hadith fi al-jami'at al-Amrikiyah wa-al-Misriyah mundhu nashatiha wa-hatta 'am 1984 : dirasah tarikhiah. Cairo, Abd al-Mun'im Ibrahim al-Dusuqi Jumay'i.

Jumay'i, A. a.-M. i. I. a.-D. (2006). Tarikh al-Jami'at al-Misriyah, 1908-2008M : dirasah fi al-wathaiq. Cairo, Dar al-Kutub wa-al-Wathaiq al-Qawmiyah.

Jumay'i, A. a.-M. i. I. a.-D. (2007). al-Ba'that al-'ilmiyah al-Misriyah ila Urubba : dirasah fi al-wathaiq. al-Qahirah, [s.n.].

Jumay'i, A. a.-M. i. I. a.-D. (2007). Madaris 'uliya sahamat fi insha al-jami'ah al-Misriyah: dirasah fi al-wathaiq. al-Qahirah, Dar al-Kutub al-Misriyah.

Kaghdh, N. a. D., Ahmed (2009). "Quality Assurance Strategies of Higher Education in Iraq and Kurdistan: A Case Study." Quality in Higher Education **15**(1): 71-77.

This paper reports on two different strategies that have been implemented in Iraq to improve quality assurance in the higher education sector in Iraq. One strategy has been developed by the Ministry of Higher Education and Scientific Research in Baghdad. It involved conducting a pilot study at the University of Babylon. This pilot included establishing a quality development process that focused on training senior academic staff and quality reviewers who represented all the colleges of the University of Babylon. The University's goal is to become a pioneer in quality assurance in Iraq. Another strategy was implemented in the Kurdistan Region Governorate, where a team of reviewers from Exeter University, United Kingdom conducted an initial evaluation of quality practices in Kurdistan Region Governorate universities. In addition, following this review, selected staff members, representing the different ministries' specialisations, were then sent to the United Kingdom to be trained as quality reviewers and they will ultimately lead the programme from their ministries in the Kurdistan Region Governorate.

Kalman, M. (2007) For College Students in Gaza, Choices Are Few.

Kambar, M. (2001). Academic Freedom in Arab Universities. Democracy and Education in the Arab Land. C. f. A. Studies. Beirut.

Kamel, S. (2002). The Role of virtual organizations in post-graduate education in Egypt the case of the regional IT institute. Hershey, Penn., Idea Group: 22 p.

Kandiyoti, D. H. R., et al. (1995). Contemporary feminist scholarship and Middle East studies. Birzeit, Palestine, Women's Studies Program, Birzeit University.

Karin, F. (2008). "How the Deal Was Done: Michigan State in Dubai." The Chronicle of Higher Education **54**(29): A.29.

Katherine S, M. (2002). "Qatar Courts American Colleges." The Chronicle of Higher Education **49**(2): A.55.

The Qatar Foundation for Education, Science and Community Development is carrying on long-distance courtships with some of America's elite universities and professional programs. While supporters in the US see an opportunity to break down cultural barriers, critics say American institutions are being seduced by a

wealthy suitor who can house them in high style on foreign shores--but won't necessarily do much for their programs or their reputations.

- Katherine, Z. (2005). "Egyptian Professors Stage Rare Protests." The Chronicle of Higher Education **51**(34): A.39. Faculty members at two Egyptian universities staged silent demonstrations this month, publicly joining an anti-government protest movement that has been gaining momentum across the country. The protests at Cairo University and Menia University are discussed.
- Katherine, Z. (2005). "In Qatar's 'Education City,' U.S. Colleges Build Atop a Gusher." The Chronicle of Higher Education **51**(33): A.42. Zoepf presents information on Education City, a complex of four American universities established by the emir of Qatar to bring a higher standard of education to the country. About 350 students currently attend classes offered by Virginia Commonwealth University, Weill Cornell Medical College, Texas A & M University, and Carnegie Mellon University, with that number expected to grow to 8,000 in the next ten years.
- Katherine, Z. (2006). "Jordan's Ambitious Plan." The Chronicle of Higher Education **53**(7): A.39. Zoepf reports on the major push by the Jordanian government to expand and improve science and technology education at its 10 public and 13 private universities. Some academics in Jordan wonder, however, if the rapid reform is possible with the current system in a state of disrepair.
- Kattani, Y. (2005). Kay ta'uda al-Qarawiyin umm al-jami'at al-Maghribiyah. al-Rabat, Manshurat 'Ukaz.
- Kazim, B. I. (2007). Impact of information and communication development technology in higher education : Baghdad university model. Bagdad, Development and Continuous Education Center.
- Kazim, N. (2005). al-Ta'lim wa-al-bahth al-'ilmi : hajat al-'Iraq al-jadid (Education & scientific research: basic needs of the new Iraq). al-Dar al-Bayda, al-Markaz al-Thaqafi al-'Arabi.
- Kenawi, R. S. and American Chamber of Commerce in Egypt. (1996). Private sector investment in higher education: issues and prospects. Cairo, American Chamber of Commerce in Egypt.
- Khamisi, S. (2000). al-Jami'ah wa-al-siyasah fi Misr: dirasah nazariyah wa-maydaniyah 'an al-tarbiyah al-siyasiyah li-shabab al-jami'at. Iskandariyah, Dar al-Wafa li-Dunya al-Tiba'ah wa-al-Nashr.
- Khasawneh, S. M. (2007). "The application of adult learning principles in university vocational courses utilizing web-based instructional technology : a student perspective " تيسر فن لاولا و تيوبرت لاولا مول علما قل جم **8**(1): 7 - 30.
- Khayyat, A. I. i. (1983). Dawr al-ta'lim al-'ali fi al-tanmiyah al-iqtisadiyah wa-al-ijtima'iyah fi al-Mamlakah al-'Arabiyyah al-Sa'udiyah : bahth. Jiddah, Dar al-Bayan al-'Arabi.
- Khoury, G. Y. (1992). The founding fathers of the American University of Beirut : biographies. Beirut, American University of Beirut.
- Khuri, M. L. (2004). "Facilitating Arab-Jewish Intergroup Dialogue in the College Setting." " Race, Ethnicity and Education **7**(3): 229-250. The Israeli-Palestinian conflict is an especially entrenched ethno-national stalemate. The upsurges of violence in the Middle East provide flashpoints for tension among Arabs, Jews and other students on college campuses. The author presents methods for facilitating dialogue between these groups in the form of a psychologically informed, educational case study. A short, university-level course helped students from different cultural backgrounds deepen their understanding of this complex conflict in the context of learning about Jewish- and Arab-Americans. The instructors used an intergroup dialogue model of pedagogy enabling students to engage with each other in a setting that allow affect and conflict to emerge safely. Students developed greater understanding of the Israeli-Palestinian conflict by hearing 'the other side' and attributed learning primarily to their peers. The author provides several recommendations for replicating this

course or conducting similar interventions.

Kinsey, D. C. (1971). "Efforts for Educational Synthesis under Colonial Rule: Egypt and Tunisia." Comparative Education Review **15**(2): 172-187.

Knight, J. (2002). The Impact of Trade Liberalization on Higher Education: Policy Implications. Globalisation : What Issues Are at Stake for Universities? Université Laval Québec, Canada.

Kohli, Z. (1987). Education in post-colonial Algeria : analysis of educational reforms and policies, Boston University: xv, 239 p.

Kohstall, F. (2012). "Free transfer, limited mobility: A decade of higher education reform in Egypt and Morocco." Revue du Monde Musulman et de la Méditerranée (131): 91-110.

This article aims to demonstrate how countries with a relative low performance in higher education like Egypt and Morocco, are informed and worked by the forces of internationalization in this domain. It compares the path of university reforms in both countries over the last decade, from their emergence on the agenda to their implementation. Through the lenses of a public policy approach it illustrates how higher education is subject to a complex negotiation process between international organizations and domestic policy-makers. The transfer of international models like grant-based funding and the Bologna process has become the driving force of these reforms. But when imposed through a top-down approach these models do not necessarily bring about the outcome they might have promised. They rather illustrate an example of distorted internationalization.

Koni, A. Z., Khalim and Ibrahim, Maznah (2013). "An Assessment of the Services Quality of Palestine Higher Education." International Education Studies (2): 33-48.

The history of the Palestinian universities is relatively recent; however their impact on the Palestinians case and wellbeing is undeniable. Today, almost forty years later the Palestinian universities like many higher education institutions in the region and worldwide tussle to fulfill the students' demands on education while trying to maintain high quality and relevant education. In Palestine; studies of higher education sector seems to focus primarily on easily quantifiable indicators such as teacher vs. students ratios and gender participation, while the assessment of educational services quality have not yet been explored and the assessment of higher education from the students' stands point is yet to be enhanced. Meanwhile; the literature is rich with scholars who emphasize that "service quality" is the key to achieve customers' satisfaction and loyalty. The applicability of service quality concepts and assessment models is becoming more acceptable within the higher education arena. This research presents an assessment of the services quality at two universities in the West Bank; Palestine utilizing the SERVQUAL gaps model and instrument for measuring students' satisfaction and behavioral intentions. The study wishes to assist the Palestinian universities administrative boards and stakeholders to create informed decisions with regards to the effectiveness of their educational policies. The results suggest that the "service quality" in Palestine universities is slightly unsatisfactory to the students and needs further attention.

Kraince, R. (2008). "Academic Freedom in Muslim Societies " International Higher Education(51): 5-6.

Kuhail, H. and A. Hauptman (2001). "Developing a Financing Strategy for Palestinian Higher Education." International Higher Education(23): 22-24.

Kyle, P. (2000). "Espousing freedom word by word in Cairo." The Chronicle of Higher Education **47**(14): B5.

Pakka reflects on life at the American University in Cairo Egypt. Pakka questions whether faculty members are just as fooled as the students that the university is a force of change and that an American education is the best way to make a better world.

Lane, J. E. (2010). "Private Higher Education in Dubai: Growing Local Versus Importing Foreign Campuses." ASHE Higher Education Report **36**(3): 63-75.

The chapter "Private Higher Education in Dubai: Growing Local Versus Importing Local Campuses" provides

an overview of the largest importer of international branch campuses and discusses related public policy issues.

Lane, J. E. (2011). "Importing Private Higher Education: International Branch Campuses." Journal of Comparative Policy Analysis: Research and Practice **13**(4): 367-381.

International branch campuses (IBCs) evidence the increasing intention of some governments to use private higher education to fulfill public policy goals related to economic development and building capacity within the postsecondary sector. This study uses two exploratory case studies (Malaysia and Dubai) to investigate the relationship between the government, public policy, and IBCs. The IBCs imported by the governments investigated in this study tend to be from well-established institutions in countries that attract a large number of international students. The results from the study suggest that governments are actively recruiting institutions from other countries to aid in improving the host government's education-related reputation and signaling to the world that it is modernizing its economy and its desire to be a regional education hub. Thus, IBCs not only increase local capacity and provide a different type of education, but are intended to foster new regional interest in pursuing an education in the host country.

Lauder, H. (2006). Education, globalization, and social change. Oxford New York, Oxford University Press.

Lay, A. R. (2005). "Interpretations of Islamic Practices Among Non-Qatari Students Living in The University of Qatar's Ladies Hostel." Dialectical Anthropology **29**(5): 181-219.

The study design included participant observation in an all female University and University housing. Semi-structured interviews were conducted with second-generation expatriates and Omani students. Physical control of expatriates not only occurs through the Gulf practice of sponsorship (The Kafel System) but through the local cultural and Islamic related controls intertwined with the Arab code of honor. Subjects living in the University ladies hostel expressed a hidden transcript in the privacy of their own group, expressed disguised resistance in public and occasionally directly confronted the Qatari. Omani students in the hostel disguised their resistance by spreading gossip, nick-naming homosexual Qatari students at the University or by acting out a skit depicting their exclusion from Qatari privilege. This study is part of a larger study which found that blaming oppression of the expatriate worker on globalization is a simplistic view of oppression in the Gulf and ignores complex issues within Qatari society and other Gulf States.

Leon, T. (2001). "Globalisation and Education in the Postcolonial World: Towards a Conceptual Framework." Comparative Education **37**(2): 151-171.

The article examines the relevance of existing accounts of globalisation and education for low income, postcolonial countries, with special reference to the education systems of sub-Saharan Africa. Using recent developments in globalisation theory, existing accounts are analysed in relation to their view of the origins, nature and future trajectory of globalisation and the implications for education. It is argued that most of the recent literature deals with Western industrialised countries and the newly industrialised countries of the Pacific Rim and therefore has limited relevance for low income countries. The literature that is concerned with low income countries often lacks a firm theoretical basis and has been limited to a discussion of the impact of economic globalisation on education. Drawing on recent work on the political economy of development and the state in Africa, the article sets out a conceptual framework for understanding various aspects of the education/globalisation relationship in low income, postcolonial countries including economic, political and cultural aspects.

Leon, T. (2004). "Education and the New Imperialism." Comparative Education **40**(2): 173-198.

The aim of the article is to discuss the role of education in relation to the new imperialism. The article begins by explaining what is meant by the term the 'new imperialism' and how it differs from older forms of European imperialism characterized by colonial rule. The new imperialism is presented as having material and discursive aspects although it is the discursive basis of western rule and how this affects education that forms the major focus for the article. Using Foucault's theory of governmentality, the new imperialism is presented as the incorporation of low-income countries and regions that were previously subject to older forms of European imperialism into a new regime of global governance which serves to secure the interests of the USA, its western allies and of global capitalism more generally. The article then analyses the concept

of 'development' which has provided the principal means by which the West has come to understand and hence control the non-West. The article then turns to a consideration of education as a key policy area for the multilateral development agencies and an important disciplinary institution in relation to the development project. The article concludes by briefly setting out a possible role for education in a new anti-imperial politics.

Levy, D. C. (2006). "The Unanticipated Explosion: Private Higher Education's Global Surge." Comparative Education Review **50**(2): 217-240.

Leyser, Y. a. R., Shlomo (2008). "Religion and Attitudes of College Preservice Teachers toward Students with Disabilities: Implications for Higher Education." Higher Education **55**(6): 703-717.

The study examined attitudes toward school inclusion of students with disabilities of 1,145 prospective teacher trainees from six national/religious groups in eleven colleges in Israel: The groups were secular, religious and ultra-orthodox Jews and Muslim, Christian and Druze Arabs. Participants responded to the "Opinion Related to Inclusion Scale". Trainees in all six groups supported the principle of inclusion while simultaneously recognizing the need for segregated special education placements. Several significant group differences were found on the total score and the factor scores. The most supportive group of inclusion (i.e., the strongest rejection of segregation and the least concern about behavior problems) was the Jewish secular group followed by the Jewish religious group. The least support for inclusion was found for the ultra-orthodox Jewish group and the Arab groups. Implications for the preparation of educators in institutions of higher education were discussed.

Lezberg, A. K. (2003). "Accreditation in the Gulf: The Case of Qatar." International Higher Education(30): 16-17.

Lindsey, U. (2003). "Aid Deal will Give US a say over schools." The Times Educational Supplement(4543): 10.

Opposition member of parliament in Egypt fear that interference by the United States in Egyptian schools will result from a US-funded education reform package. The Muslim Brothers, the largest opposition movement in Egypt, claims that the George W. Bush administration wants governments in Islamic countries to secularize their curricula, in the belief that religious teaching encourages terrorism.

Lindsey, U. (2011) Higher Education's Reform Takes Center Stage in Arab Protests.

Lindsey, U. (2012) Arab Women Make Inroads in Higher Education, but Often Find Dead Ends.

Lindsey, U. (2013) Islamist Movement Challenges Universities.

Lughod, I. A. (2000). "Palestinian Higher Education: National Identity, Liberation and Globalization." Boundary 2 **27**(1): 75-95.

Madany, I. M., et al. (1988). "Note on the Expansion of Higher Education in Bahrain." Higher Education **17**(4): 411-415.

This article deals with the development of higher education in Bahrain. The study includes the philosophy of the educational system which co-relates religious morals and cultural traditions with modern economics, technological and scientific developments. Empirical statistics show the growth of higher education in Bahrain since the late sixties. In 1968, the strength of staff and students was 3 and 18 respectively. This has grown to 469 staff members and 5633 students by 1987.

Madkur, A. A. (2000). al-Ta`lim al-`ali fi al-watan al-`Arabi : al-tariq ilá al-mustaqbal. Madinat Nasr, al-Qahirah, Dar al-Fikr al-`Arabi.

Education, higher; Arab countries.

Maeroff, G. I. (2003). *A classroom of one : how online learning is changing our schools and colleges*, Palgrave Macmillan.

Ma'had al-Takhtit al-Qawmi. (1997). Tatwir al-ta'lim al-'ali fi Misr min ajl al-tanmiyah wa-muwajahat mushkilat

al-bitalah. Cairo, Jumhuriyat Misr al-'Arabiyah, Ma'had al-Takhtit al-Qawmi.

Mahani, S. a. A., Molki (2011). "Internationalization of Higher Education: A Reflection on Success and Failures among Foreign Universities in the United Arab Emirates." Journal of International Education Research **7**(3): 1-8.

Globalization has affected many sectors of the society, including higher education. In the current global economy, higher education institutions face numerous challenges. Factors such as the increasing international competition, achieving higher ranking among global universities, and the pursuit of creating world-class institutions has had a significant impact on higher education institutions. While universities respond to these challenges differently, some higher education institutions are increasingly moving toward the internationalization of their campuses. Internationalization of higher education programs includes branch campuses, cross border collaborative programs, exchange of international students, and establishment of English-medium programs and degrees. Over the past decade, the United Arab Emirates (UAE) has been on the receiving line of this phenomena. Internationalization of higher education has greatly affected the UAE as it continues to strive toward becoming a leading education hub in the Middle East. Until recently, the goal of the UAE has been to make higher education accessible to all students within the UAE by providing them with quality learning resources. However, over the past several years, in addition to providing its citizens with quality education, the country is working toward establishing itself as a world-class regional education hub through inviting prominent universities to set up campuses in the country. This paper examines the current trends in internationalization of higher education and analyzes the recent successes and some unanticipated outcomes of this phenomenon in the UAE.

Mahjub, H. M. (1998). al-Riqabah 'ala al-intaj al-fikri fi Misr mundhu zuhuriha hatta al-aan. Cairo, al-'Arabi lil-Nashr wa-al-Tawzi'.

Majali, A. a.-S. (1976). The development of higher education in the Arab world. London, Longman for the University of Essex.

Majali, A. a.-S. (1976). The development of higher education in the Arab World : the sixth Carreras Arab lecture of the University of Essex, 30 November 1972. London, Longman for the University of Essex.

Majlis al-Qawmi lil-Ta'lim wa-al-Bahth al-'Ilmi wa-al-Tiknulujiya. (1986). Siyasat al-ta'lim al-jami'i : dirasat wa-tawsiyat. Cairo, al-Majalis al-Qawmiyah al-Mutakassisah : Tawzi' al-Markaz al-'Arabi lil-Bahth wa-al-Nashr.

Makdisi, G. (1981). The rise of colleges : institutions of learning in Islam and the West. Edinburgh, Edinburgh University Press.

Marar, M. M. (2011). "I know there is no justice: Palestinian perceptions of higher education in Jordan." Intercultural Education **22**(2): 177-190.

This qualitative study utilizes critical ethnography methods to illustrate Palestinian refugee perceptions of higher education in Jordan. Participants addressed their assimilation to the Jordanian national identity as a means of obtaining education. Content and access to education were more important than assimilation, maintenance of ethnic identity, and a homogeneous national identity. The more immediate need for academic access and social or professional capital thwarted their desire to infuse their ethnic identity in academia.

Markaz al-Imarat lil-Dirasat wa-al-Buhuth al-Istiratijiyah. (1999). Education and the Arab world: challenges of the next millennium. Abu Dhabi, United Arab Emirates, Emirates Center for Strategic Studies and Research.

Marks, A. (2012). "Information Systems Development Methodologies in Developing Higher Education." Creative Education **3**(1): 114-119.

Studies concerned with the status of Information Systems Development Methodologies usage in many developing countries including the factors that influence and motivate their use, current trends, difficulties, and barriers to adoption are lacking, especially within the higher education sector. This paper examines these identified gaps in a developing country, namely the United Arab Emirates. The initial findings reveal that

there is limited knowledge and understanding of the concept of ISDM in federal higher education institutions in the UAE. This is reflected in the quality of the software products being developed and released. However, the analysed data also reveals a trend whereby federal higher education institutions in the UAE are gradually moving towards increased ISDM adoption and deployment.

Marrakushi, M. i. U. and H. Jallab (2001). al-Jami'ah al-Yusufiyah bi-Marrakush fi tis'umiat sanah. Marrakush, H. Jallab.

Marston, E. and D. G. Schilling (1984). The politics of education in colonial Algeria and Kenya. Athens, Ohio, Ohio University, Center for International Studies.

Mashal, A. M. O., Issam and Abu-Mosa, Mofeed (2012). "Quality Assurance and Quality Improvements "The Case of the Arab Open University (AOU)." Journal of Emerging Trends in Educational Research & Policy Studies **3**(3): 270-279. The quality assurance (QA) in higher education has a major role to play in signaling excellence and to improve the institution aspect. This paper is to investigate the Arab Open University (AOU) commitment to the QA system. The AOU is the first university which offers the open learning system in the Arab countries. It consists of seven branches distributed in the Arab world, with headquarter in Kuwait. Quality assurance in AOU covers areas such as curriculum content and design; course materials; teaching; learning and delivery channels. This study tries to answer a number of questions regarding the processes AOU follows to insure QA: To what extent does AOU satisfies the QA standards for the open learning; is there a significant difference related to programmes and gender in assessing the quality of tutoring; learning resources and the quality of the courses. The study shows that the quality assurance objectives at AOU-Jordan have been met through the umbrella of the Open University Validation Services (OUVS) of the United Kingdom and the Ministry requirements of the Higher Education in Jordan, Further analysis has been accomplished and finally some suggestions for quality improvements have been introduced. The study reveals a high commitment to QA. Descriptive and statistical analyses show that AOU satisfies most of the QA standards for the open learning.

Masri, M. (2009). "Policy Process and Education Reform in the Arab World." Mediterranean Journal of Educational Studies

This paper explores and summarizes the status, policies, challenges and reforms of the education systems in the Arab World. There is much that the systems have in common, especially in relation to cultural background, language and general strategies -- this despite the striking differences that exist in the region in terms of the stage of development as reflected in such indicators as literacy rates, participation rates, gender issues, funding, and so on. The steady shift of the status of, and approach to education from being predominantly a social service reflecting mainly individual needs and human rights, and thus is mostly supply driven, to a balanced socioeconomic activity that incorporates the necessary aspects of a social service and economic investment has been a common phenomenon in Arab countries. One of the major developments in this respect is the growing privatization and globalisation of educational services, especially in higher education. Modern technologies helped to support such developments and enhance a commodity approach with all its pros and cons which are clear mainly in distance and open education that utilizes e-learning methodologies and which is spreading quickly, whether in open universities or as blended education in ordinary ones. The governance and structural aspects of the education systems in the Arab World have been characterized by some apparent weaknesses that are reflected in the ongoing efforts to improve their relevance to developmental needs and labour market requirements, enhance the decentralization aspects and school empowerment, and develop the technical and vocational education systems. The relatively high population growth rate, coupled with the phenomenon of mass education and the lack of resources in the majority of Arab countries, have reflected negatively on the qualitative aspects of educational efforts and services, and have resulted, in many cases, in poor efficiency. This is clear for example in the modest achievements in the field of scientific research. In the educational field, the Arab World does not lack regional and sub-regional organisations and set-ups, although the effectiveness of such organisations has so far been subject to criticism despite many distinct efforts and achievements.

Masri, M. W. (1997). "Jordan. The Dynamics of Educational Decision Making." Prospects (Paris, France) **27**(4): 627-635. Part of special educational reform from the decision maker's perspective. Educational decision making in

Jordan since 1996 has evolved identifying and prioritizing major educational issues either as a continuation of the reform plan implemented in 1988 or because of insufficient emphasis on such issues by the plan. These issues are capacity-building, the economics of education, preschool education, special education, nonformal education, examination and vocational education and training.

Massialas, B. G. (1998). Arab countries: adult education. The International Encyclopedia of Education. Torsten Husen, T. N. Postlethwaite, B. R. Clark and G. Neave. Oxford, Pergamon.

Massialas, B. G. and S. A. Jarrar (1991). Arab education in transition: a source book. New York, Garland Pub.

Matthews, R. and M. Akrawi (1949). Education in Arab Countries of the Near East. Washington D.C., American Council on Education.

Maudoodi, A. A. (1988). Mawdudi on education. Karachi, Islamic Research Academy.

Mazawi, A. (2005). "The Academic Profession in a Rentier State: The Professoriate In Saudi Arabia." Minerva **43**(3): 221-244.

This paper describes the academic profession in Saudi Arabia, a state dependent upon oil exports, and explores how different social groups are accommodated within the higher education system. The discussion examines the relationship between political power and academic labour, and seeks to explain how local policies and practices are negotiating the converging effects of globalization on higher education.

Mazawi, A. E. (1995). "University Education, Credentialism and Social Stratification among Palestinian Arabs in Israel." Higher Education **29**(4): 351-368.

Few attention was devoted to the relative impact exerted by differential university access and credentialing patterns on the intrasocial stratification of subordinate groups. The paper investigates the issue among Palestinian Arabs in Israel, along religious, socioeconomic and gender lines, as well as in comparison to respective trends of the Jewish majority. Findings suggest that, while inequalities in access, retention and graduation rates at university level persist between Jews and Palestinian Arabs; for the latter, the combined effects of labor-market structure and regulative sectorial state policies, have determined considerably the relative impact of social group of origin on university enrollment, retention and graduation rates. The various implications of these findings are then discussed, urging further, and more elaborate, research into their socioeconomic and political consequences.

Mazawi, A. E. (1999). "The Contested Terrains of Education in the Arab States: An Appraisal of Major Research Trends." Comparative Education Review **43**(3): 332-352.

Mazawi, A. E. (2000). "Crossing the Distance: The Open University in the Arab States." International Higher Education(18): 20-21.

Mazawi, A. E. (2000). "A Special Focus: Aspects of Higher Education in the Arab States." International Higher Education(18): 14.

Mazawi, A. E. (2002). "Educational Expansion and the Mediation of Discontent: The Cultural Politics of Schooling in the Arab states." Discourse: Studies in the Cultural Politics of Education **23**(1): 59-74.

Mazawi, A. E. (2004). "Wars, Geopolitics, and University Governance in the Arab States." International Higher Education(36): 7-9.

Mazrui, A. A. (1975). "Academic Freedom in Africa: The Dual Tyranny." African Affairs **74**(297): 393-400.

McLaren, A. C. (2007). "Designing Distance Instruction for the Arab World." Distance Learning **4**(3): 17-21.

With more and more companies going global, and the rise of distance education as the preferred method of instruction for many learning communities, language and culture must become a part of the equation if the

goal is to produce sound instructional materials that meet the needs of every learner.

Megahed, N. a. L., Stephen (2011). "Colonial legacy, women's rights and gender-educational inequality in the Arab World with particular reference to Egypt and Tunisia." International Review of Education (Reprinted in Bordering, Re-Bordering and New Possibilities in Education and Society) **57**(3/4): 397-418.

One aspect of the call for democracy in the recent Arab region uprisings is the issue of women's rights and gender equality. Three cultural and ideological forces have continued to shape the gender discourse in Arab Muslim-majority societies. They are: "Islamic" teaching and local traditions concerning women's roles in a given society; Western, European colonial perception of women's rights; and finally national gender-related policy reforms. This paper examines the past and present status of women and gender-educational inequality in the Arab world with particular reference to Egypt and Tunisia, prior to and post colonialism. Special attention is given to colonial legacy and its influence on gender and education; to current gender practices in the social sphere with a focus on women's modesty ("hijab"); to international policies and national responses with regard to women's rights and finally to female participation in pre-university and higher education. These issues incorporate a discussion of cultural and religious constraints. The paper demonstrates similarities and differences between Egypt's and Tunisia's reform policies towards gender parity. It highlights the confrontation of conservative versus liberal ideologies that occurred in each country with the implementation of its gender-related reform policy.

Mehran, G. (2003). "The Paradox of Tradition and Modernity in Female Education in the Islamic Republic of Iran." Comparative Education Review **47**(3): 269-286.

Since the 1979 revolution, Iranian women have been expected to fulfill the traditional role of women under Islamic law while contributing to the modern needs of their country. Iranian women have access to a wide range of (gender-segregated) educational opportunities and are drawing on their relatively high levels of educational attainment to empower themselves

Meyer, M. C. J.-B. (2006). The Knowledge Society: Tropme-l'oeil or Accurate Perspective?, L'Harmattan.

Miliji, a.-S. A. a.-S. (1988). al-Ustadh al-jami'i: al-waqi' -- wa-al-amal. [Egypt], al-S.'A.al-S. al-Miliji.

Miller-Idriss, C. a. H., Elizabeth (2011). "Transnational Higher Education: Offshore Campuses in the Middle East." Comparative Education Review **47**(2): 181-207.

This paper maps the landscape of transnational higher education in the Middle East, focusing in particular on the recent expansion of satellite, branch, and offshore educational institutions and programs that foreign institutions have set up in the region. Of the estimated 100 branch campuses currently operating worldwide, over one-third are in the Arab region and the majority have opened within the last decade; two dozen additional transnational programs and universities exist in the region as well. Very little research has been conducted on these new institutions, however, raising many questions for scholars in education. This paper traces reasons for the rapid growth of the transnational higher education model in the Arab states and discusses the explanatory power for this phenomenon of the two major prevailing theories in comparative and international education. We argue that neither neoinstitutional theories about global norm diffusion nor culturalist theories about the local politics of educational borrowing and transfer sufficiently explain this phenomenon, and call instead for a regional approach. We also raise questions for further inquiry.

Mills, A. (2008) Censorship and Security Agents Pervade Egypt's University. May 30, 2008 **54**, A1

Mills, A. (2008). "U.S. Universities Negotiate Tricky Terrain in the Middle East." The Chronicle of Higher Education **54**: A1.

Mills, A. (2013) NYU Populates a Liberal-Arts Outpost in the Middle East.

Mohammad Nor Wan, D. (1989). The concept of knowledge in Islam. London ; New York, Mansell.

Morgan, D. E. T. (2004). "Islamist Fury at Textbook Change." The Times Educational Supplement(4566): 20.

Islamist members of the parliament in Kuwait have warned the country's government of unspecified consequences if it eliminates phrases deemed to promote religious extremism from school books. The Kuwait government is committed to revising the textbooks as part of an agreement reached in December 2003 among Western-friendly Gulf states to seek to undermine religious intolerance and fanaticism through educational reform.

Morgan, T. (2004). "Review of textbook underway." The Times Educational Supplement(4578): 14.

An overhaul of school textbooks has begun in Saudi Arabia after Crown Prince Abdulla said that there was no alternative to a gradual change in the school curriculum to make it more relevant to life in the 21st century. Although the reform process is only just beginning, it has already attracted strong criticism from Islamic conservatives who say that the authorities are bowing to pressure from the United States.

Mosa, A. A. (2000). "Pressures in Saudi Arabia." International Higher Education(20): 23-26.

Motaher, M. M. (1998). Yemen: system of education. The International Encyclopedia of Education. Torsten Husen, T. N. Postlethwaite, B. R. Clark and G. Neave. Oxford, Pergamon.

Moussa-Inaty, J. a. A., Fida (2012). "Multimedia Use in Higher Education in the UAE: A Cognitive Load Theory Perspective." Journal of Educational Multimedia and Hypermedia **21**(2): 127-142.

The study investigates the use of different multimedia instructional design formats on learning. Undergraduate students from the College of Education at a public university in the United Arab Emirates were randomly assigned to groups corresponding to six instructional design formats, namely; Listen Only, Read Only, Read+ Listen, Listen + Graphics, Read + Graphics, or Listen + Read + Graphics. A pretest was administered to test student prior knowledge of a lesson on lightning. During acquisition, students received instructions specific to the instructional format they were assigned to. For example, students in the Read Only group received written materials only while those in the Listen Only group received auditory materials only. Students were then given a test task related to the materials that were presented during acquisition. Based on cognitive load theory, it was hypothesized that different instructional design formats will result in different performances. In other words, at least some students would not benefit from multimedia learning materials because of extraneous cognitive load that was caused by the instructional format in which the material was presented. The results of an analysis of variance yielded statistically significant differences in performance between the six groups with the read only group scoring highest.

Mu, S. and D. R. Gnyawali (2003). "Developing Synergistic Knowledge in Student Groups." The Journal of Higher Education **74**(6): 689-711.

This paper examines factors that influence the development of synergistic knowledge in student groups. Results suggest positive influences of team psychological safety and social interaction and a negative influence of task conflict on synergistic knowledge development. Implications of these findings for teaching and research are discussed.

Munawi, M. (2007). Jami'at al-Qahirah fi 'idiha al-miawi : al-Jami'ah al-Misriyah, 1908M, Jami'at Fuad al-Awwal, 1940M, Jami'at al-Qahirah, 1953M. Giza, al-Maktabat al-Akadimiyah.

Munns, D. H. a. R. (2007). "Syrian Higher Education: Responding to a Changing Economy " International Higher Education(48): 19-21.

Muntada al-Fikr al-'Arabi., et al. (1995). Academic freedom in Arab universities : ATF seminar, Amman, 27-28 September 1994. Amman, Jordan, Arab Thought Forum.

Munufi, K. and A. Masud (2007). al-Jamiah wa-bina al-muwatanah fi Misr. Giza, Barnamaj al-Dimuqratiyah wa-Huquq al-Insan.

Murphy, L. R. (1987). The American University in Cairo, 1919-1987. Cairo, Egypt, American University in Cairo Press.

Murray, R. B. H. (2005). The Struggle for Academic Freedom in Palestine. Academic Freedom Conference " Problems and Challenges in Arab and African Countries". Alexandria, Egypt.

Mutamar al-Sanawi lil-Buhuth, a.-S., et al. (2005). al-Ta'lim al-'ali fi Misr : kharitat al-waqi' wa-istishraf al-mustaqbal : a'mal al-Mutamar al-Sanawi al-Thamin 'Ashar lil-Buhuth al-Siyasiyah, 14-17 Fibrayir 2005, Giza, Jami'at al-Qahirah, Kulliyat al-Iqtisad wa-al-'Uloom al-Siyasiyah, Markaz al-Buhuth wa-al-Dirasat al-Siyasiyah.

Mutamar lil-Jam'iyah al-Misriyah lil-Tarbiyah al-Muqaranah wa-al-Idarah, a.-T. I., et al. (1994). Idarat al-ta'lim fi al-watan al-'Arabi : a'mal al-Mutamar al-thani lil-Jam'iyah al-Misriyah lil-Tarbiyah al-Muqaranah wa-al-Idarah al-Ta'limiyah : Idarat al-Ta'lim fi al-Watan al-'Arabi fi 'Alam Mutaghayyar : 22-24 Yanayir 1994, Cairo, Dar al-Fikr al-'Arabi.

Mutawi, I. I. (1973). al-Takhtit lil-ta'lim al-'ali. al-Qahirah, Maktabat al-Nahdah al-Misriyah.

Na'amah, S. (1974). al-Thawrah wa-al-fikr al-tarbawi. Damascus, Dar Dimashq lil-Tiba'ah wa-al-Nashr.

Nabli, M. K. (2007). Breaking the barriers to higher economic growth : better governance and deeper reforms in the Middle East and North Africa, World Bank.

Nabli, M. K. (2007). "Breaking the Barriers to Higher Economic Growth Better Governance and Deeper Reforms in the Middle East and North Africa." Variation: World Bank e-Library. from <http://www.worldbank.icebox.ingenta.com/content/wb/bk17415>
<http://www.worldbank.icebox.ingenta.com/content/wb/bk17415> Note: Access restricted to McGill users.

Naqib, I. M. (2005). Quality assessment of computer science and business administration education in Arab universities : a regional overview report, UNDP, Regional Bureau for Arab States.

Nashif, T. (2000). Technological Education for Women as a Tool of Upward Social Mobility, with Reference to the Middle East. Cross-Roads of the New Millennium. Proceedings of the Technological Education and National Development (TEND) Conference (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates), Higher Colleges of Technology, Abu Dhabi (United Arab Emirates).

Technological education is more effective than general education in improving social mobility. Remarkable gender disparities currently exist in overall enrollment in secondary and higher education in the Arab states. Encouraging more Arab women to enroll in technological education would lead to higher percentages of women in higher-paying jobs, with the attendant consequences of enhanced social status, security, and mobility. Because technological education is essentially devoid of social and cultural conditions, it weakens gender differentiation of roles. The 1979 Conference on Science and Technology for Development adopted a resolution on women, science, and technology that called on member states to facilitate the following changes: (1) equal distribution of the benefits of scientific and technological development and its applications in society; (2) participation of women in the decision-making process related to science and technology; and (3) equal access for women and men to scientific and technological training and to the respective professional careers. Especially in Arab countries, which have been witnessing a faster pace of urbanization and use of technology than elsewhere, technological education promises to give women a more pronounced presence in their countries' changing economic and social structures, thereby helping to change the patriarchal system that has hindered Arab women's mobility.

Nashshar, M. H. (1976). al-Idarah al-jami'iyah : al-tatwir wa-al-tawqi'at (University administration: development and prospects). Cairo, al-Jihaz al-Markazi lil-Kutub al-Jami'iyah wa-al-Madrasiyah wa-al-Wasail al-Ta'limiyah.

Nashshar, M. H. (1979). Dirasat wa-tawsiyat 'an hayakil wa-anmat al-ta'lim al-jami'i wa-tatawwur al-ta'lim al-jami'i fi Misr. Cairo, Riasat al-Jumhuriyah, al-Majalis al-Qawmiyah al-Mutakhasisah.

Nass, A.-S. M. M. A. and V. Stverak (1990). Theory and Praxis of the System of Higher Education "Comparative Study between Egypt and Czechoslovakia". Prague, Charles University.

Nasser, R. N. a. A., Kamal (2007). "The Academic 'Patras' of the Arab World: Creating a Climate of Academic Apartheid." Journal of Multidisciplinary International Studies **4**(1): 1-18.

This paper discusses factors that are contributing to the rise of what we refer to as an ethos of "academic apartheid" in Arab institutions of higher education. The paper examines the failure of these institutions to overcome their alienation from indigenous epistemology, to emancipate the education they provide from its colonial past, and to move towards the modern information age. The difficult position of Arab academics striving to rediscover, reintegrate and reorganize an epistemological framework to serve the indigenous world is also discussed. Current institutional approaches have deleterious effects on the performance of Arab academics, including arresting the process of transition to development. The paper concludes that Arab academics have a range of choices in determining how to establish a course of corrective action.

Neal, M. a. F., Jim L. (2008). "American Hegemony and Business Education in the Arab World." Journal of Management Education **32**(1): 38-83.

To what extent is American business education "hegemonic" in the Arab world? To answer this, the authors examine whether Lebanese people exposed to American-style business education share the values implicit in their textbooks and teaching resources. Finding evidence for such values among Lebanese business students and working people alike, they argue that American business education is not only externally dominant; it is also internally hegemonic in its influences on local Arab values. The authors examine the problems American hegemony causes in Arab classrooms and discuss how problem-based learning provides an alternative and more relevant learning experience for Arab students.

Neave, G. and P. v. d. Veer (1998). Kuwait: system higher of education. The International Encyclopedia of Education. Torsten Husen, T. N. Postlethwaite, B. R. Clark and G. Neave. Oxford, Pergamon.

Nelles, W. C. (2004). "Comparative education, terrorism and human security from critical pedagogy to peacebuilding?". from <http://www.palgraveconnect.com/doi/10.1057/9781403982391>

Materials specified: Palgrave Connect <http://www.palgraveconnect.com/doi/10.1057/9781403982391> Note: An electronic book accessible through the WorldWide Web; click for information <http://www.palgrave.com/jackets/medium/9781403964151.jpg> Materials specified: Cover image. Policy decisions in education have changed drastically as a result of the recent threats to our international and national security. In this timely and compelling collection, contributors discuss the significance of policy decisions on education systems, and argue that all forms of violence, including terrorism, are often reproduced through education. Contributors incorporate case studies from a broad spectrum of countries to make a case for peace-building alternatives and non-military security cooperation. The collection highlights education systems around the globe that sustain violence, brings together human security and preventive diplomacy research to predict future trends, explores foreign policy implications that could lead to non-violent interventions abroad, and provides teachers and policymakers with relevant reflections on reform. This collection arrives at a time when many of us are wondering what education systems can do to eliminate violence, and is the only one of its kind to address these questions on a global scale.

Newman, M. F. (1981). "Postsecondary Technical Education in Egypt." Community College Review **8**: 12-16.

Nicks-McCaleb, L. (2005). "The Impact of State Funded Higher Education on Neighbourhood and Community in the United Arab Emirates." International Education Journal **6**(7): 322-334.

This paper focuses on the provision of higher education in the United Arab Emirates (UAE) and the issues surrounding strategies employed by institutions to prepare tertiary level students for careers in the global economy. Dramatic growth and development in the Arabian Gulf region over the past two decades has made fundamental changes in the education system necessary. There has been a shift in focus from more traditional education and delivery methods, to contemporary approaches to support student learning with the emphasis on preparing students for careers in the knowledge economy. These changes in higher education, and its widespread provision, have impacted on the UAE and its economy in particular. This paper reviews the provision of higher education, its role in the rapidly developing society and economy of the UAE, and how the community is contributing to and benefiting from emerging partnerships.

Nofal, N. (1994). Al-Ghazali. Paris, UNESCO.

Norton, A. R. (1995). Civil society in the Middle East. Leiden ; New York, Brill.

Nour, S. S. O. M. (2011). "National, Regional and Global Perspectives of Higher Education and Science Policies in the Arab Region." Minerva: A Review of Science, Learning and Policy **49**(4): 387-423.

In this paper we discuss the interaction between science policies (and particularly in the area of scientific research) and higher education policies in Gulf and Mediterranean Arab countries. Our analysis reveals a discrepancy between the two sub-regions with respect to integration in the global market, cooperation in scientific research and international mobility of students. The paper discusses the implications of the analysis of reform policies and higher education restructuring.

Ogden, J. and J. Ogden (1945). "Education That Changes Communities." Journal of Educational Sociology **19**(1): 14-19.

Okun, B. S. a. F., Dov (2005). "Educational Stratification among Arabs and Jews in Israel: Historical Disadvantage, Discrimination, and Opportunity." Population Studies **59**(2): 163-180.

This paper documents changes in Arabs' attainment of various educational levels across cohorts born from the mid-1920s to the 1970s and across different Arab religious groups. Substantial ethnic differences in educational attainment have diminished at the lower levels of schooling, but have increased at higher levels. The findings suggest that long-term historical differences between groups and discriminatory practices towards Arabs are important factors in explaining disparities in educational attainment.

Olcott, D. J. (1996). The Critical role of faculty : applied frameworks and strategies for intergrating distance education in postsecondary institutions. Ann Arbor, MI, UMI Dissertation Services.

Omar, A. (2005). The potential of distance and open learning in Kuwait: A case study of the Arab Open University-Kuwait branch.

Open universities and distance education have expanded dramatically across the world. The Arab Open University is a non-profit institution aiming to offer opportunities for independent study and lifelong learning for the Arab region and elsewhere. The AOU launched its teaching programs in October 2002 in Kuwait, Lebanon, Jordan, Bahrain, Egypt, and Saudi Arabia. This study explores the potential of open and distance education in Kuwait through an in-depth case study of the Arab Open University's Kuwait branch. Considering the infancy of the AOU, this exploration focuses on the planning and implementation efforts behind AOU, its chosen curriculum and modes of delivery, and a thorough look at its student profiles. It also looks into the potential consequences and appropriateness of its collaboration with the British Open University on its curriculum and students. A deliberation of the culture, environment, and society of AOU's student population and Kuwait's greater student population is implicit in this assessment.

Oplatka, I. a. L., Orit (2012). "Muslim Women in Graduate Studies: Some Insights into the Accessibility of Higher Education for Minority Women Students." Studies in Higher Education **37**(3): 327-344.

Based on semi-structured interviews with 11 Muslim women graduate students in Israel, the current study provides insight into the determinants enabling this group of women in the Arab sector to apply for a second degree and succeed. Among these determinants are the family, the high school, the individual's personal drive for learning, the husband's support and the community. But, it is likely that the women students' character had much impact upon the manner in which these determinants function in their life stories. Theoretical and practical implications for the study of minority women are suggested.

Orhan, S. and C. C. o. U. R. o. t. R. o. t. U. i. E. D. ed. Conf Author (1974). CENTO Conference of University Rectors on the Role of the University in Economic Development, held in Tehran, January 7-10, 1974. [Ankara, CENTO.

O'Rourke, S. (2011). "Teaching journalism in Oman: Reflection after the Arab Spring." Pacific Journalism Review **17**(2): 109-129.

Between 2005–2011, the New Zealand Tertiary Education Consortium (NZTEC) was contracted to the Ministry

of Higher Education (MOHE) in the Sultanate of Oman. This long-term, long-distance off-shore education contract committed four New Zealand universities to providing degrees in four discipline areas (as well as English language support) within the Omani Colleges of Applied Science. As part of this process, AUT University's Bachelor of Communication Studies was redeveloped for delivery in Oman. This case study will focus on the Journalism major and in particular the nature of the courses within this major, the difficulties encountered in re-developing them and the challenge of delivering them under these particular circumstances in this particular time frame. The wider picture of the type of journalism practised in Oman; what is expected of—or indeed possible for—journalists in that society; and journalism as a force for democracy in Arab countries will also be briefly discussed.

Osman, O. M. (1983). Perspectives of the development of higher education in the Arab region from the present to year 2000. Paris, United Nations Educational, Scientific, and Cultural Organization.

Palfreyman, D. a. M., Dawn (2007). Learning and Teaching across Cultures in Higher Education.

Learning and Teaching Across Cultures in Higher Education contains theoretical rationale, resources and examples to help readers understand and deal with situations involving contact between learners or educators from different cultural backgrounds, as well as giving insights into the new global context of higher education.

Penrose, S. B. L. (1941). That they may have life: the story of the American University of Beirut, 1866-1941. New York, Trustees of the American University of Beirut.

Penrose, S. B. L., Jr. (1943). "The Beirut Plan for College Education." The Journal of Higher Education **14**(3): 126-128.

Perot, H. R. (1990). General session delegates luncheon, Ross Perot, Alexandria, Va. : Audio Transcripts.

Presenter Glenda E. Hood begins with a talk about the life of Ross Perot and his accomplishments and involvement in politics. This is followed by a lecture by Ross Perot on his views on the U.S. involvement in the Middle East and educational reform.

Popper-Giveon, A. a. W.-L., Naomi (2012). "Traditional healing, higher education, autonomy and hardship: coping paths of Palestinian women in Israel." Israel Affairs **18**(2): 250-267.

This article presents two coping paths available to Palestinian women in Israel today – turning to a traditional healer in the community, an act that represents turning 'inwards', and pursuing higher education, an act that represents turning 'outwards'. These two paths enable coping – particularly in times of societal transition – and provide opportunities for the women who utilize them. On the other hand, each of these paths is laden with unique challenges and the women who take them must often pay a price. Despite the differences between them, the article reflects the similar ramifications of these coping paths on the women's lives.

Pour-Moghaddas, A. (1975). "Higher Education and Development in Iran." Higher Education **4**(3): 369-375.

Recent developments in higher education in Iran are examined against a background of social reform and industrialisation.

Powell, P. J. D. a. W. W. (1991). The New Institutionalism in Organizational Analysis. Chicago, IL, University of Chicago Press: 1-38.

Prokop, M. (2003). "Saudi Arabia: The politics of education." International Affairs **79**(1): 77-89.

Since 11 September Saudi Arabia's religious education system and its underlying ideology have been accused of contributing to anti-western sentiments and of providing fertile ground for Islamic extremism. While recognizing the economic necessity for educational reform, many Saudis have come out to defend their school system and officials adamantly reject any link between their curriculum and extremism. This article looks at the extent to which the Saudi education system has been shaped and used by religious, political and socio-economic forces and the factors that are undermining the current system. It also examines the content of the message propagated in the kingdom's schools and abroad and to what extent it may encourage anti-western sentiments.

Qasim, S. (1998). Higher education systems in the Arab States : development of science and technology indicators. 1998. [Cairo], Economic and Social Commission for Western Asia : United Nations Educational, Scientific, and Cultural Organization, Cairo Office.

Qindil, A. and Jami'at al-Qahirah - Markaz al-Buhuth wa-al-Dirasat al-Siyasiyah. (1991). Siyasat al-ta'lim al-jami'i fi Misr : al-ab'ad al-siyasiyah wa-al-iqtisadiyah, Cairo, Jami'at al-Qahirah, Kulliyat al-Iqtisad wa-al-'Ulum al-Siyasiyah, Markaz al-Buhuth wa-al-Dirasat al-Siyasiyah.

Qubain, F. I. (1966). Education and Science in the Arab World Baltimore, Johns Hopkins University Press.

Rabitat al-Tarbiyah al-Hadithah. and Jami'at 'Ayn Shams - Kulliyat al-Tarbiyah. (1990). Mutamar al-Ta'lim al-'Ali fi al-Watan al-'Arabi : afaq mustaqbaliyah : fi al-fatrah min 8-10 Yuliyu 1990, bi-Kulliyat al-Tarbiyah, Jami'at 'Ayn Shams, al-Qahirah, Cairo, Rabitat al-Tarbiyah al-Hadithah : Jami'at 'Ayn Shams.

Raby, R. L. (2000). "Comparative and International Education: A Bibliography (1999)." Comparative Education Review **44**(3): 381-419.

Raby, R. L. (2001). "Comparative and International Education: A Bibliography (2000)." Comparative Education Review **45**(3): 435-474.

Raby, R. L. (2002). "Comparative and International Education: A Bibliography (2001)." Comparative Education Review **46**(3): 364-405.

Radi, S. and Markaz al-Dirasat wa-al-Wathaiq al-Iqtisadiyah wa-al-Qanuniyah wa-al-Ijtima iyah. (2005). La recherche scientifique et l'enseignement supérieur en Égypte : un état des lieux. Cairo, Centre d'études et de documentation économiques, juridiques et sociales.

Rafeq, A.-K. (2004). Tarikh al-Jami'ah al-Suriyah : al-bidayah wa-al-numuw, 1901-1946 : awwal jami'ah hukumiyah fi al-watan al-'Arabi : bi-munasabat al-'id al-miawi al-dhahabi li-Kulliyat al-Tibb wa-al-'id al-tis'ini li-Kulliyat al-Huquq. Damascus, Maktabat Nubil.

Randeree, K. a. N., Anjli (2009). "Managing Change in Higher Education: An Exploration of the Role of Training in ICT Enabled Institutions in the United Arab Emirates." International Journal of Learning **16**(4): 447-456.

The increasing presence of web-based educational technologies is continually pressing demands on teaching-learning environments. With Information Communications Technology (ICT) perceived as a strong facilitator in achieving the goal of building a knowledge-based economy in the United Arab Emirates (UAE), the drive towards this end has brought with it several challenges, many associated directly with higher education management. Higher education institutions are increasingly adopting world-class ICT systems, particularly Learning Management Systems (LMS), most commonly the Blackboard learning system. There is substantial research on the educationist's perspective of using ICT in education in the form of LMS. However, this paper bases its theoretical reflection in the context of the UAE from the perspective of knowledge management in technology-adopting educational institutions.

Rao, A. (2010). "The challenge of change." Global Focus: The EFMD Business Magazine **4**(3): 30-33.

Middle East and North Africa (MEAN) countries need to educate more of their young people to a higher standard. That involves problem solving, critical thinking and analysis through a structured industry-relevant curriculum. The quality of knowledge generated within higher education institutions, and its availability to the MEAN economy, is critical to the competitiveness of countries in the region. Higher education institutions clearly need well-designed academic programs and a clear mission. Most important to their success, however, are high-quality faculty, committed and well-prepared students, and sufficient resources. Ironically, the research agenda is scanty in universities, leaving scholars unable to keep up with developments in their own fields. Knowledge has become a springboard for economic growth and development, making the promotion of a culture that supports its creation and dissemination a vital task.

Raphaeli, N. (2005). "Demands for Reforms in Saudi Arabia." Middle Eastern Studies **41**: 517-532.

Ratib, N. (1998). Azmat al-ta'lim fi Misr : dirasah susyulujiyah fi idarat al-azamat al-ijtima'iyah. al-Qahirah, Markaz al-Mahrusah lil-Buhuth wa-al-Tadrib wa-al-Nashr.

Reid, D. M. (1990). Cairo University and the making of a modern Egypt. Cambridge [England] ; New York, NY, USA, Cambridge University Press.

Reid, D. M. (1990). Cairo University and the Making of Modern Egypt, Cambridge University Press 1990.

Reisz, M. (2012). "Birthplace of Arab Spring, deathbed of academic freedom?" Times Higher Education **29**(11): 20-21.

Reisz, M. (2013) Probing academic at Arab Spring's sharp end.

Reiter, Y. (2002). "Higher Education and Sociopolitical Transformation in Jordan." British Journal of Middle Eastern Studies **29**(2): 137-164.

Jordan's policy of higher education since the 1970s has entailed a major socio-economic transformation with vital political ramifications. A non-official and un-transparent affirmative action policy in the universities including admission quotas, scholarships, tuition fees and nominations of faculty members, in addition to decentralization of academic institutions, overbalanced the rate of the tribal Transjordanian community of the rural periphery at the expense of the Palestinians, who mostly reside in the urban centre. The proportion of Jordanians of Palestinian extraction among students and faculty members had been decreasing since the early 1970s, from about 95% to less than 50%, whereas they consist of over half of the population. Higher education became another area of Transjordanian dominance in addition to the civil service, the army and the polity. The rapid process of academization among the tribal populations resulted in their social and economic mobilization, both in the public sector and in lucrative positions in the Gulf States.

Remaoun, H. (2005). Social and Human Sciences and Academic Freedom: Historiographic Practices in Algeria and the Arab World. Academic Freedom Conference: Problems and Challenges in Arab and African Countries. A. Buktana. Alexandria, UNESCO.

After the emergence of the Universities of the XIII Century, a great deal of progress has been achieved by humanity in terms of acquisition of academic knowledge and the critical thought which conditioned it. The Results achieved seem to be unequally spread according to disciplines, cultural zones as well as geo-political considerations.

This is the case sometimes also for Darwinian paradigm, natural sciences or social and human sciences, socio-anthropology, linguistics and history.

So, education and research activities are often threatened by limitations and restrictions on academic freedom due to censor practiced by the state, religious institutions and more generally by society and the various ideologies active in the social context.

We are particularly interested, in this contribution; in the situation of historiographic practices in the Arab world and the case of the Algerian society, which has been marked profoundly by its colonial past and the recency of national state established after the independence of the country.

More precisely we raised the question of the official policy vis-à-vis 'writing and re-writing history' and its impact on the relations between history and memory, national and colonial history, between historiography and practice, and teaching of other social science disciplines. We do not ignore the view that the practice of historiography in the Arab-Muslim world is of an origin which goes back to the beginning of the Islamic era.

Research, T. E. C. f. S. S. a. (1999). Education in The Arab World Challenges of the Next Millennium, The Emirates Center for Strategic Studies and Research.

Resnik, J. (2006). "International Organizations, the "Education-Economic Growth" Black Box, and the Development of World Education Culture." Comparative Education Review **50**(2): 173-195.

Richardson, P. M. (2004). "Possible Influences of Arabic-Islamic Culture on the Reflective Practices Proposed for an Education Degree at the Higher Colleges of Technology in the United Arab Emirates." International Journal of Educational Development **24**(4): 429-436.

This article critically examines the compatibility of United Arab Emirates culture and values with the assumptions of reflective practice currently being written into a new teacher education degree programme. The curriculum that is being developed relies heavily on the notions of reflective practice as a method of professional development. The local culture, political and public institutions are thoroughly inculcated with Arab-Islamic values that may not accord with the assumptions underlying such practices. The author's concerns are discussed about the trainee teachers' lifestyle and experiences that may hinder engagement in their own learning processes, as well as the Arab-Islamic codes of behaviour that may pose serious obstacles to the implementation of reflective strategies, especially interactions between men and women and between superior and subordinate within educational settings. The author concludes that reflection, as conceived and implemented in the West, may not be in the best interests of the student teachers if they wish to teach in local schools.

Rihani, M. (1986). AID policies and programming in education. Washington, D.C., Agency for International Development.

Rihani, M. (1994). Strategies for female education in the Middle East and North Africa, Amman: UNICEF Middle East and North Africa Regional Office.

Rihani, M. P. C. J. (1993). Strategies for female education in the Middle East and North Africa. Amman, Jordan, UNICEF Regional Office for the Middle East and North Africa.

Roald, A. S. and D. F. Eickelman (1996). "Tarbiya: Education and Politics in Islamic Movements in Jordan and Malaysia." The Middle East Journal **50**(1): 134.

Romanowski, M. H. a. N., Ramzi (2010). "Faculty Perceptions of Academic Freedom at a GCC University." Prospects: Quarterly Review of Comparative Education **40**(4): 481-497.

Massive oil revenues are currently fueling a surge in the number of educational institutions in the Gulf Cooperation Council (GCC) countries, presenting leadership at all levels with many unprecedented questions. In particular, the growth and reform of higher education challenges the delicate balance between academic freedom and Arab cultural values. This paper describes faculty perceptions of academic freedom at a major GCC national university. Faculty members' views and perceptions regarding academic freedom are presented based on interviews, questionnaire responses, and the authors' own thoughts. Findings indicate that faculty members have complex and often contradictory understandings of academic freedom and related responsibilities and often engage in self-censorship. The authors discuss these findings by engaging in self-reflection regarding their own perspectives and personal experiences.

Rossman, P. (1992). The emerging worldwide electronic university : information age global higher education. Westport, Conn., Greenwood Press.

Rowe, N. M. H. M. K. A. N. B. O. (2002). "Cultural boycotts." Dance Europe. London,(52).

Rudner, M. (1983). "Higher education and the development of science in Islamic countries: a comparative analysis." Canadian Journal of Development Studies = Revue Canadienne D'etudes Du Developpement **4**(1): 62-94

Surveys and compares the development of higher education and science in six Islamic societies, ranging from secular to theocratic, and including Turkey, Egypt, Iraq, Malaysia, Pakistan and Saudi Arabia.

Rugh, W. A. (2002). "Arab education: tradition, growth and reform." Middle East Journal **56**(3): 396-414.

Rugh, W. A. (2002). "Education in Saudi Arabia: Choices and constraints." Middle East Policy **9**(2): 40.

Since the Sep 11 terrorist attacks on America, some US editorial writers have pointed accusing fingers at the Saudi education system as having fostered an attitude of intolerance of some non-Muslims and a hatred of Americans. Rugh examines characteristics of the Saudi education system today.

Sabieh, C. (2001). A Confident Arab Scholar: Faculty Development and Technology. The Use of Information Technology in Higher Education in Arab Universities Conference Beirut, Lebanon.

The use of information technology (IT) in higher education in Arab universities must become a reality. Equipping the institutes of education with the technology does not mean that the education system has fulfilled the requirement for such change. The key component to implement such change is the educator, especially the educator in the higher institutes of learning, since he is looked upon as a leader in educational reform. However, to do so, faculty development must be initiated to enable the educator to make educated decisions on how to integrate IT into the teaching and learning environment to enhance the overall learning process. Building confidence in the educator remains the universal pedagogical challenge. The author believes that this challenge can be addressed only when an educator understands the relationship between IT and learning theories and conditions, when he has familiarity with the technology and the application in question, when he can use IT effectively in the learning environment, and when he accepts his new role. Armed with such knowledge and skill, the highly respected Arab scholar or training is empowered and ready to act.

Sabour, M. (1999). "The impact of cultural and economic globalisation on the planning and function of higher education in North Africa and the Middle East." MEDITERRANEAN JOURNAL OF EDUCATIONAL STUDIES **4**(2): 237-241.

Sabour, M. h. (2001). The ontology and status of intellectuals in Arab academia and society, Burlington, VT : Ashgate.

Safi, A. Q. (1986). "Kuwait University and Its Evaluation Program." Higher Education **15**(5): 421-447.

The emerging role of Kuwait University as a major institution, its position in Kuwait and in the Arab world, and its efforts toward program development and institutional research are discussed. Specific issues in admissions, curriculum emphasis, teaching methods, facilities, staffing, and long-range financial and administrative planning are examined.

Saghir, A. H. (2005). al-Ta`lim al-jami`i fi al-watan al-`Arabi : tahaddiyat al-waqi` wa-ru`a al-mustaqbal. al-Qahirah, `Alam al-Kutub.

Education, Higher; Arab countries; future planning.

Said, E. W. (1994). "Identity, Authority, and Freedom: The Potentate and the Traveler." boundary 2 **21**(3): 1-18.

Saif, P. S. and Educational Resources Information Center. (1987). Current Reform in Higher Education in Bahrain. Distributed by ERIC Clearinghouse.

Higher education in Bahrain and background information on this Arab Gulf country are considered. Bahrain, similar to other Gulf States, depended heavily on expatriates as teachers, most of whom were from Egypt, Syria, and Lebanon. Bahraini students have pursued college studies in other countries. Higher education in the country started as separate colleges based on needs. In 1983 there were four higher education institutions. By 1970 Bahrain established the Gulf College of Technology, which was the only college in the region to focus on technology and accept students from other Arab Gulf States. By 1976 Bahrain established the College of Health Sciences and Hotel and Catering Training Center. In 1978 The University College of Bahrain was established. The Polytechnic College and The University College of Bahrain served as the nucleus of the present University of Bahrain, while the College of Health Sciences became the first college of a newer regional university, the Arabian Gulf University (AGU). The establishment of AGU with funds from seven countries will provide for needed studies in certain areas. Graduate studies are still sought outside Bahrain. A

proposed undergraduate special education program is described. (SW).

Sakran, M. M. (2001). Wazaif al-jami'ah al-Misriyah 'ala daw al-ittijahat [sic] al-taqlidiyah wa-al-mu'asirah. al-Qahirah, Dar al-Thaqafah lil-Nashr wa-al-Tawzi'.

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Higher Education

Saleh, M. A. (1986). "Development of Higher Education in Saudi Arabia." Higher Education **15**(1/2): 17-23.

This article seeks to trace the development of higher education in the Kingdom of Saudi Arabia from its origins to the present day. The study includes discussion of the historical roots of education as based on Islam, Islamic philosophy of education, the aims and objectives of higher education and modern university education. Empirical statistics are given to substantiate the Kingdom's rapid progress in higher education. Since 1957 when modern university education began with a single institution with twenty-one students and a staff of nine it has grown until twenty-five years later in 1982 higher education had grown to seven institutions with 63,563 students and a teaching staff of 6,906. The study examines these aspects of higher education; Saudi students studying abroad, foreign students studying in Saudi Arabia, female education, the role of the Ministry of Higher Education and the financing of higher education.

Salmi, J. (2001). "Student Loans: The World Bank Experience." International Higher Education(22): 10-12.

Sanyal, B. C., et al. (1982). University education and the labour market in the Arab Republic of Egypt. Oxford ; New York, Pergamon.

Sanyal, B. C., et al. (1998). Diversification of sources and the role of privatization in financing higher education in the Arab States region. Paris, UNESCO, International Institute for Educational Planning.

Sardar, Z. (1982). Science and technology in the Middle East : a guide to issues, organizations, and institutions. London; New York, Longman.

Sasson, A. (2007). Research and development in the Arab States: the impact of globalization, facts and perspectives. The Impact of Globalization on Higher Education and Research in the Arab States. Rabat, Morocco, UNESCO.

Saudelli, M. G. (2012). "Unveiling Third Space: A Case Study of International Educators in Dubai, United Arab Emirates." Canadian Journal of Education **35**(3): 101-116.

This article highlights one aspect of a case study of international educators at Dubai Women's College (DWC), United Arab Emirates (UAE). It examines perceptions of international educators in third space teaching female Emirati, higher-education students in the UAE. Drawing on third space theory (Bhabha, 1994), this study explored the nature of their hybridity and their accommodation processes. Findings reveal that these international educators in third space perceive the salient elements of their experiences are: educators' cultural curiosity, seeing beyond the veil, the global meets the local "here," heading home, and mediating tensions.

Saydawi, A. (2000). al-Idarah al-tarbawiyah fi al-buldan al-'Arabiyah : a'mal Mutamar al-Hayah al-Lubnaniyah lil-'Ulum al-Tarbawiyah alladhi 'uqida fi Bayrut fi 7-9 Kanun al-Awwal/Disimbir 2000, Bayrut, al-Hayah.

Sayed, F. H. (2006). Transforming Education in Egypt, the American University of Cairo Prewss

Scott, A. J. G. G. (2007). Development on the ground : clusters, networks and regions in emerging economies. Routledge advances in management and business studies, New York.

Selvartnam, V. and O. Regal (1998). Yemen: system of higher education. The International Encyclopedia of Education. Torsten Husen, T. N. Postlethwaite, B. R. Clark and G. Neave. Oxford, Pergamon.

Shafiq, M. (2004). Tanmiyah insaniyah am `awlamah? : dirasah tahliliyah naqdiyyah li-taqiray al-tanmiyah al-insaniyah al-'Arabiyah li-`amay 2002 wa-2003. Bayrut, Dar al-Tali`ah lil-Tiba`ah wa-al-Nashr.

Shami, S. (1989). "Sociocultural Anthropology in Arab Universities." Current Anthropology **30**(5): 649-654.

Shann, M. H. (1992). "The reform of Higher Education in Egypt." Higher Education **24**: 225-246.

Shavarini, M. K. (2006). "Wearing the Veil to College: The Paradox of Higher Education in the Lives of Iranian Women." International Journal of Middle East Studies **38**(2): 189-211.

Shavit, Y. and V. Kraus (1990). "Educational Transitions in Israel: A Test of the Industrialization and Credentialism Hypotheses." Sociology of Education **63**(2): 133-141.

The industrialization hypothesis predicts a decline in the effects of social background variables on educational attainment across cohorts, whereas the credentialism hypothesis predicts a decline of these effects on the attainment of lower educational levels and stable or rising effects on the attainment of higher levels of schooling. Employing a model developed by Mare (1981) and analyzing data from the 1974 Israeli Mobility Survey, the authors found that the effects of father's education and occupation on the various educational transitions were stable across cohorts who attended school during the 1940s, 1950s, and 1960s. However, the effects of ethnicity, a major axis of the Israeli system of social stratification, declined in the transition from primary to secondary schooling but remained constant on subsequent educational transitions.

Shaw, K. E. (2002). "Education and Technological Capability Building in the Gulf." International Journal of Technology and Design Education **12**(1): 77-91.

Technology concerns knowledge not merely artifacts. To transfer it effectively requires prepared minds on the part of the receivers and some measure of shared cognitive frameworks. It also requires co-ordinated policies on investment, education and training, employment, the economy and development. In the Gulf, specifically the UAE, educational administration and schooling are not well adapted to these purposes. Transfer of educational technology is needed, yet education is culture-saturated and the educational bureaucracy is not well developed. Higher cognitive processes are techniques for handling reality and are thus themselves a technology. Transferring these may be the most important transfer of all.

Shazly, N. A. and C. University (1984). Higher education planning in the light of national development requirements in Egypt. Cardiff, University College.

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Shields, C. M. B. R. and A. E. Mazawi (2005). Pathologizing practices : the impact of deficit thinking on education. Counterpoints; v. 268; Variation: Counterpoints (New York, N.Y.) ; v. 268, P. Lang.

Shields, C. M. M. A. E. B. R. (2005). Pathologizing practices : the impact of deficit thinking on education. Counterpoints; v. 268; Variation: Counterpoints (New York, N.Y.) ; v. 268, P. Lang.

Shihade, M. (2015). "The place of Israel in Asia: settler colonialism, mobility, memory, and identity among Palestinians in Israel." Settler Colonial Studies: 1-9.

Shihatah, H. (2001). al-Ta'lim al-jami'i wa-al-taqwim al-jami'i bayna al-nazariyah wa-al-tatbiq. Cairo, Maktabat al-Dar al-'Arabiyah lil-Kitab.

Shore, C. and S. Wright (1999). "Audit Culture and Anthropology: Neo-Liberalism in British Higher Education." The Journal of the Royal Anthropological Institute 5(4): 557-575.

Anthropology as a profession is particularly dependent on universities, institutions that throughout the industrialized world have been undergoing major structural readjustments over the past two decades. Central to these reforms has been the introduction of mechanisms for measuring 'teaching performance', 'research quality' and 'institutional effectiveness'. Taking British higher education as a case study, this article analyses the history and consequences of government attempts to promote an 'audit culture' in universities. It tracks the spread of the idea of audit from its original associations with financial accounting into other cultural domains, particularly education. These new audit technologies are typically framed in terms of 'quality', 'accountability' and 'empowerment', as though they were emancipatory and 'self-actualizing'. We critique these assumptions by illustrating some of the negative effects that auditing processes such as 'Research Assessment Exercises' and 'Teaching Quality Assessments' have had on higher education. We suggest that these processes beckon a new form of coercive and authoritarian governmentality. The article concludes by considering ways that anthropologists might respond to the more damaging aspects of this neo-liberal agenda through 'political reflexivity'.

Simon, M. and G. Rhoades (2002). "Beyond National States, Markets, and Systems of Higher Education: A Glonacal Agency Heuristic." Higher Education 43(3): 281-309.

This paper offers an overarching analytical heuristic that takes us beyond current research, anchored in conceptions of national states, markets, and systems of higher education institutions. We seek to shape comparative higher education research with regard to globalization in much the same way that Clark's (1983) "triangle" heuristic has framed comparative higher education research in the study of national policies and higher education systems. Our "glonacal agency heuristic" points to three intersecting planes of existence, emphasizing the simultaneous significance of global, national, and local dimensions and forces. It combines the meaning of "agency" as an established organization with its meaning as individual or collective action. Our paper critiques the prevailing framework in cross-national higher education research, addressing the liberal theory that underpins this framework, the ways scholars address the rise of neo-liberal policies internationally, conceptual shortcomings of this work, and emergent discourse about "academic capitalism". We then discuss globalization and our heuristic. Finally, we provide examples of how states, markets, and institutions can be reconceptualized in terms of global, national, regional, and local agencies and agency.

Simsek, H. and D. Aytemiz (1998). "Anomaly-Based Change in Higher Education: The Case of a Large, Turkish Public University." Higher Education 36(2): 155-179.

This paper analyzes an institutional change in a large, Turkish public university, the Middle East Technical University (METU), by using an anomaly-based change model. The model explains change as an organizational response to anomalies caused by internal and external organizational conditions. The study used a qualitative case study design that included interviews with 51 individuals, and, analysis of institution-specific documents. Anomalies derived from the interview findings compared with a separate set of anomalies, devised from the document study, that are attributed to the strategic change agenda developed by the current president of the institution. The paper argues that human thinking and problem solving as well as organizational cognition and problem solving do proceed through existence and recognition of a problematic situation. So, anomalies are the ID cards of any major change in organizations in that they carry important information about where the organization comes from and where it should proceed to. Implications for the nature and management of change in higher education organizations are discussed.

Singerman, D. (1995). Avenues of participation: family, politics, and networks in urban quarters of Cairo. Princeton, N.J., Princeton University Press.

Siyam, I. (2003). Wizarat al-Tarbiyah wa-al-Ta'lim. Cairo, Markaz al-Dirasat al-Siyasiyah wa-al-Istiratijiyah.

Smith, G. F. and T. C. Hsu (2007). Visa denied : how anti-Arab visa policies destroy US exports, jobs and higher education. Washington, DC, Institute for Research, Middle Eastern Policy.

Smith, G. F. H. T. C. (2006). *Visa denied : how anti-Arab visa policies destroy US exports, jobs and higher education*, Institute for Research, Middle Eastern Policy.

Sobeih, N. A. A. (1982). *Lifelong Education in University Life in the Arab Countries: The Qatar University Experience*.

Sörlin, S. V. H. M. C. (2007). *Knowledge society vs. knowledge economy : knowledge, power, and politics. Issues in higher education; Variation: Issues in higher education (New York, N.Y.)*, Palgrave Macmillan.

Sorour, A. (1997). "Egypt: A strategy for educational reform." *Prospects* 27(4): 637-644.

Sorour, A. F. (1997). "Egypt. A strategy for Educational Reform." *Prospects (Paris, France)* 27(4): 637.

Part of social section on educational reform from the decision maker's perspective. The writer discusses Egypt's strategy for educational reform between 1986-1990. The aim of the strategy was to implement ambitious and comprehensive changes in consecutive waves of radical innovations. Based on this strategy, a five years plan was drawn up that focused on the general framework of the strategy and the implementation of projects for the educational ministry and for higher education. The education ministry's relationship with various social parties and the lessons learned concerning reform are discussed.

Stevens, M. L., et al. (2008). "Sieve, Incubator, Temple, Hub: Empirical and Theoretical Advances in the Sociology of Higher Education." *ANNUAL REVIEW OF SOCIOLOGY* 34: 127-152.

Stopikowska, M. a. E.-D., Yasser Mohamed (2012). "The Education System of Egypt: Contexts, Frames and Structures." *Problems of Education in the 21st Century* (40): 129-144.

The research describes contemporary educational system existing in the Arab Republic of Egypt against a background of its history, economical, social and demographical situation, and its legislative foundations. Egypt's educational traditions come from colonial times and Islamic sources. The contemporary Egyptian educational system consists of three levels: primary, secondary and tertiary education. It is compatible with the European system of education and although it still needs some improvement, it is constantly developing. Apart from governmental educational institutions, there is a private sector of schooling as well. Besides state and non-state schools, there are other forms of supplementary education, e.g. adult or non-formal education directed at children remaining beyond any official schooling system etc. The data is also presented in the form of graphs included herewith.

Stork, J., et al. (1989). *Academic freedom in the Middle East*. Washington, D.C., MERIP.

Studies, T. C. f. E. R. a. W. s. (1997). *Women's Study in Yemen*.

Sullivan, A. T. (1988). *Palestinian universities under occupation*. Cairo, Egypt, American University in Cairo Press.

Sullivan, D. J. and I. F. Harik (1992). *Privatization and liberalization in the Middle East*. Bloomington, Indiana University Press.

Sultana, R. G. M. A. E. (2009). *World yearbook of education 2010 : education and the Arab world : political projects, struggles, and geometries of power*. New York, NY, Routledge.

Sunal, C. S. M. K. (2008). *Undertaking educational challenges in the 21st century : research from the field*. Charlotte, NC, Information Age Pub.

Szyliowicz, J. S. (1969). "Education and Political Development in Turkey, Egypt, and Iran." *Comparative Education Review* 13(2): 150-166.

This article examines the ways in which the educational system is both an object of change and an agent of change by tracing the educational patterns found in traditional, semi-modernizing, and modernizing Middle Eastern states and by analyzing the impact of the educational systems upon elite recruitment. Each type of polity develops unique educational patterns. Only in modernizing societies does education undergo a

qualitative change although even there traditional patterns and practices continue to affect the functioning and administration of the educational system. In all types of polities a middle class has been produced whose representatives have, in some cases, come to power but whose growth poses important problems for political development.

Szyliowicz, J. S. (1973). Education and modernization in the Middle East. Ithaca [N.Y.], Cornell University Press.

Taha-Thomure, H. (2003). Academic freedom in Arab universities : understanding, practices and discrepancies. Lanham [Md.], University Press of America.

Tait, A. M. R. (2002). "The convergence of distance and conventional education patterns of flexibility for the individual learner." Routledge studies in distance education; Taylor & Francis e-Library. from

<http://www.netLibrary.com/urlapi.asp?action=summary&v=1&bookid=70434>

Materials specified: Bibliographic record display

<http://www.netLibrary.com/urlapi.asp?action=summary&v=1&bookid=70434> Note: An electronic book accessible through the World Wide Web; click for information.

Takieddine, M. H. E.-K. i. c. w. A. (1999). Country Report: The State Of Social Sciences in Lebanon. Beirut, Population Council: Middle East Award Program: 17.

Talbani, A. (1996). "Pedagogy, Power, and Discourse: Transformation of Islamic Education." Comparative Education Review **40**(1): 66-82.

Tall, A. Y. (1998). al-Ta'lim al-'ali fi al-Urdun. 'Amman, al-Urdun, Lajnat Tarikh al-Urdun.

Taraki, L. (2000). "Higher Education, Resistance, and State Building in Palestine." International Higher Education(18): 18-19.

Tawil, S. (2003). "Curricular Change: A Global Perspective." Prospects (Paris, France) **33**(1): 11-88.

A special section on international experiences of curricular change is presented. Articles discuss reform and curricular development in Burkina, science and technology curriculum reform in Malaysia, education and social inclusion in Lithuania, education and social cohesion in Lebanon, and the relationship between teaching diagnosis, school curriculum, and quality of education. An introduction to the special section is also provided.

Teferra, D. and P. G. Altbachl (2004). "African higher education: Challenges for the 21st century." Higher Education **47**(1): 21-50.

African higher education, at the beginning of the new millennium, faces unprecedented challenges. Not only is the demand for access unstoppable, especially in the context of Africa's traditionally low postsecondary attendance levels, but higher education is recognized as a key force for modernization and development. Africa's academic institutions face obstacles in providing the education, research, and services needed if the continent is to advance. Generalizing about a continent as large and diverse as Africa is difficult. Yet there are some common elements – and there are certainly some common challenges. In our discussion, we are not generally optimistic either in analyzing the current reality in much of Africa or in pointing to future prospects. The fact is that African universities currently function in very difficult circumstances, both in terms of the social, economic, and political problems facing the continent and in the context of globalization, and the road to future success will not be an easy one.

Temimi, A. (1995). A'mal al-Mutamar al-'Alami al-Awwal hawla: Dawr Muassasat al-Bahth al-'Ilmi fi al-'Ulum al-Insaniyah wa-al-Ijtima'iyah fi al-Bilad al-'Arabiyah wa-Turkiya, Zaghwan, Tunisia, Muassasah al-Tamimi lil-Bahth al-'Ilmi wa-al-Ma'lumat : Muassasah Kunrad Adinawar.

Temimi, A. (2000). A'mal al-Mutamar al-'Alami al-Khamis lil-Bahth al-'Ilmi hawla, Hurriyat al-Ta'bir wa-al-Intaj al-Ma'rifi fi al-Jami'at wa-al-Marakiz al-Bahthiyah al-'Arabiyah. Mutamar al-'Alami lil-Bahth al-'Ilmi, Zaghwan, Tunisia, Muassasat

al-Tamimi lil-Bahth al-'Ilmi wa-al-Ma'lumat.

Temimi, A. and Muassasat al-Tamimi lil-Bahth al-'Ilmi wa-al-Ma'lumat. (1998). La cooperation scientifique entre l'Europe, le monde arabe & la Turquie en sciences humaines & sociales. Zaghouan, Tunisia, Fondation Temini pour la recherche scientifique et l'information.

Toronto, J. A. and Harvard Institute for International Development. (1990). An organizational analysis of the Ministry of Education, Arab Republic of Egypt : the production, flow, and use of information in the decision-making process. Cambridge, Mass., Harvard Institute for International Development, Harvard University.

Troudi, S. C., Christine and Al-Hamliy, Masha'el (2009). "EFL Teachers' Views of English Language Assessment in Higher Education in the United Arab Emirates and Kuwait." TESOL Quarterly: A Journal for Teachers of English to Speakers of Other Languages and of Standard English as a Second Dialect **43**(3): 546-555.

Issues of assessment design and implementation in Kuwait and the United Arab Emirates (UAE) have attracted some attention over recent years, but teachers' philosophies about assessment remain underexplored. This article reports the findings of a qualitative study into the assessment roles and philosophies of a group of teachers of English as a foreign language (EFL) in the UAE and Kuwait. Based on an open-ended questionnaire, the study showed that teachers' views on the nature of assessment were informed by their knowledge of the field of language learning and teaching and by the contextual milieu and sociopolitical factors that govern their employment conditions. The study also showed that teachers did not play a major role in assessment because of top-down managerial approaches to education and a concern for validity and quality assurance in large programmes.

Tulasiewicz, W. B. C. (1988). Christianity and educational provision in international perspective. London, New York.

Tulbah, J. M. (1991). al-Bahth al-tarbawi fi Misr wa-alaqatuhu bi-al-mumarasah al-tarbawiyah fi al-nizam al-ta'limi : dirasah tahliliyah lil-waqi wa-al-tumuh. al-Mansurah, Tawzi Dar al-Wafa lil-Tibaah wa-al-Nashr wa-al-Tawzi.

Tulbah, J. M. (1999). al-Tajdid al-tarbawi min ajl jami'at al-mustaqbal. al-Mansurah, Maktabat al-Ayman.

UNDP (2003). Arab Human Development Report 2003: Building a knowledge society. Amman, Jordan.

UNESCO (1979). Convention on the Recognition of Studies, Diplomas, and Degrees in Higher Education in the Arab States = Convention sur la reconnaissance des études, des diplômes et des grades de l'enseignement supérieur dans les Etats arabes. Paris, UNESCO.

UNESCO (1979). International Conference of States for the Adoption of a Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab States, Paris, 18-22 December 1978 : final report. Paris, Unesco.

UNESCO (1991). Dawr al-ta'lim al-'ali fi al-tanmiyah al-thaqafiyah fi al-mintaqah al-'Arabiyah : dirasat halah 'an Misr, al-Urdun, al-Sa'udiyah. Amman, Maktab al-Yunisku al-Iqlimi lil-Tarbiyah fi al-Duwal al-'Arabiyah.

UNESCO (1995). Policy Paper for Change and Development in Higher Education. Paris.

UNESCO (1998). Autonomy, Social Responsibility and Academic Freedom. Paris.

UNESCO (1998). "Beirut Declaration on Higher Education in the Arab States for the XXIst Century." from <http://www.unesco.org/education/wche/declaration.shtml>.

UNESCO (1998). Higher Education and Society: A Student Vision. Paris, UNESCO.

UNESCO (1998). Higher Education in the Twenty-first Century: Vision and Action. Paris, UNESCO.

UNESCO (1998). "Reform and Innovation in Higher Education." from http://portal.unesco.org/education/en/ev.php-URL_ID=31181&URL_DO=DO_TOPIC&URL_SECTION=201.html

UNESCO (1998). "Women in Higher Education: Issues and perspectives." from http://portal.unesco.org/education/en/ev.php-URL_ID=12339&URL_DO=DO_TOPIC&URL_SECTION=201.html.

UNESCO (2003). Higher education in the Arab Region: 1998-2003. Paris, UNESCO.

UNESCO (2005). Proceedings. Academic Freedom Conference: Problems and Challenges in Arab and African Countries, Alexandria, UNESCO.

UNESCO (2007). Selected proceedings. The Impact of Globalization on Higher Education and Research in the Arab States, Rabat, UNESCO.

UNESCO (2008). Regional overview: Arab states. EFA Global Monitoring Report. Paris, UNESCO.

UNESCO and S. Niang (1998). African Universities and Globalization. Higher Education in Africa: Achievements, Challenges and Prospects. J. Shabani. Dakar, UNESCO Regional Office for Africa (BREDA).

UNESCO and S. Qasem (1998). Higher Education Systems in the Arab States: Development of Science and Technology Indicators. Cairo.

UNESCO, et al. (2001). Human development and the acquisition of the advanced knowledge in Arab countries : the role of higher education, research and technological development. New York, UN.

UNICEF, et al. (1993). Strategies for female education in the Middle East and North Africa. Amman, Jordan, UNICEF Regional Office for the Middle East and North Africa.

UNIFEM (2004). The Progress of Arab Women. Amman, Jordan, National Press.

Uys, T. (2009). Resistance to Rating: Resource Allocation, Academic Freedom and Citizenship. The International Sociological Association's Conference " Challenges for Sociology in an Unequal World". Taiwan.

Vandewalle, D. (2000). Higher Education and Development in Arab Oil Exporters: The UAE [United Arab Emirates] in Comparative Perspective. Cross-Roads of the New Millennium. Proceedings of the Technological Education and National Development (TEND) Conference (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates), Higher Colleges of Technology, Abu Dhabi (United Arab Emirates).

As exporters of oil in the Middle East and throughout the world, the United Arab Emirates (UAE) must address the following challenges in the area of development and economic growth: (1) an increasingly integrated world economy in which technology and knowledge will be paramount; (2) the need to diversify its economy from a natural resource-based economy that will inevitably decline in the century ahead; and (3) the challenge of keeping the state as a political community relevant to its citizens. An examination of the UAE's situation against the backdrop of economic growth and educational issues in small countries such as Morocco, Indonesia, Malaysia, Yemen, and Singapore reveals that the responses of societies in countries with hydrocarbon-based economies to inflows of revenues are much more complicated and diversified than many authors have previously argued. The examination further reveals that, for states such as the UAE, a viable economic future is a race against time that can only be won with an integrated triangle consisting of educational policies, state actions, and maximization of economic opportunities. The key to the UAE's future depends on continued development and maintenance of a knowledge-based economy and continual reappraisal of the fundamental and traditional relationship between work, learning, and education.

Veysey, L. R. (1965). The emergence of the American university. Chicago,, University of Chicago Press.

Vincent, L. H. (2004). When home becomes world heritage : the case of Aleppo, Syria: 71 p.

Lists are valuable tools for conservation. One such list for the conservation of cultural heritage objects is the United Nations Educational, Scientific and Cultural Organization (UNESCO) World Heritage List. In this thesis, I seek to understand how this international device impacts planning at a local level, specifically in the context of development and under political constraints typical of the Middle East. I do this through the case study of Aleppo, Syria. Since the end of the French Mandate, Aleppo's old city has undergone major transformation as a result of three main periods of planning interventions. From the 1950s to the late 1970s, a series of master plans called for the destruction of certain sections of the city's historic core. By 1978, the implementation of parts of these plans prompted a local and international campaign to safeguard the Old City of Aleppo, culminating in its designation to the World Heritage List in 1986 and the initiation of a joint Syrian and German rehabilitation project in 1992. This thesis discusses these different moments in Aleppo in an effort to understand to what extent UNESCO and the World Heritage List impacted change in planning priorities in the old city. In order to do this, I give a historical background of planning in Aleppo from 1930s to the moment of World Heritage nomination in 1978. This section discusses the historical conditions that contributed to the old city's rapid decay. Next, I review the period of World Heritage nomination to illuminate how decisions were being made about the old city by local authorities in conjunction with professionals from UNESCO in order to halt master planning in the old city and move forward with a policy of conservation. (Cont.) I then discuss the influence of the List on the implementation of a comprehensive rehabilitation strategy for the old city by a well-known international development agency, the Deutsche Gesellschaft fuer Technische Zusammenarbeit (GTZ). This section will exhibit how the project raised the standards of the planning profession in Aleppo, and even in Syria. I will also discuss the project's role as a force of political opposition. The thesis concludes by evaluating this cultural heritage rehabilitation effort's success within the context of a state that refuses political reform.

Waardenburg, J.-J. (1966). Les universités dans le monde arabe actuel. Paris, Mouton.

Waghid, Y. a. D., Nuraan (2012). "Higher education and a 'cosmopolitanism without illusions'." South African Journal of Higher Education **26**(5): 865-872.

When Mohamed Bouazizi, a Tunisian university graduate set himself afire to protest his loss of livelihood and the humiliation he suffered when the government confiscated his fruit and vegetable stand – a situation that sparked the subsequent Tunisian revolution on 17 December 2010, the purpose of higher education again came under the spotlight. The kind of dystopia experienced through the subsequent Arab uprisings in many northern African countries foregrounds what higher education institutions on the African continent are supposed to do in order to deal with the political and ethnic violence we are witnessing on a daily basis. In this article, we argue, firstly, that higher education cannot turn a blind eye to the perpetual violence in several African communities and, secondly, that higher education institutions should take more seriously the call for a 'cosmopolitanism without illusions' – one that can engender moments of democratic iterations, recognition of human rights, and the restoration of human dignity.

Wagie, D. a. W., Fox (2005). "Transforming Higher Education in the United Arab Emirates (UAE)." International Journal of Learning **12**(7): 277-286.

This chapter focuses on the case of the United Arab Emirates (UAE) and that country's endeavors to modernize and expand its higher education subsector. The expansion of higher education in the UAE reflects influences and forces that are impacting on education in general, and higher education in particular, worldwide, as well as regional influences and development strategies in the Middle East, more specifically the Gulf Cooperation Council (GCC) of states that share many features of history and legacy as well as development priorities. As issues for consideration in the UAE case, the global and regional contexts are provided, followed by a brief examination of the development history of the UAE and its education sector. Research on higher education programs, particularly teacher education programs, in the UAE sheds light on the features of contemporary development, and on the range of issues and intercultural dimensions involved in transforming UAE higher education to serve the nation's needs, as well as to bring the UAE into the global arena. The chapter concludes with considerations of the decisions made by/in the UAE with regard to the optimum forms of higher education and teacher education, as well as the implications therein. The UAE is a significant case in point, given its peculiar circumstances as a resource-rich state and given the decisions taken with regard to opting for imported programs and personnel while seeking to meet internal needs that

juxtapose traditional Islamic society with capitalistic ventures, Western consumerism, and participation in the ever-growing global economy and education system.

Wahbe, N., et al. (1998). Bahrain: system of education. The International Encyclopedia of Education. Torsten Husen, T. N. Postlethwaite, B. R. Clark and G. Neave. Oxford, Pergamon.

Warden, H. B. R. (2004). "European focus for Morocco reforms." The Times Educational Supplement(1623): 12. Universities in Morocco have instituted far-reaching changes that will bring them into line with Europe and offer students increased flexibility. Old style subjects, departments, and trimesters have been abandoned in favor of credits, modularization, semesters, and interdisciplinary courses. Although lectures welcome the changes, they say that they will do little to offset the persistent problems of overcrowding and underfunding.

Warschauer, M. (2003). "The Allures and Illusions of Modernity: Technology and Educational Reform in Egypt." Education Policy Analysis Archives **11**(38).

Watch, H. R. (2005). Reading Between the "Red Lines": The Repression of Academic Freedom in Egyptian Universities, Human Rights Watch. **17**.

Watson, K. (1982). Education in the Third World. London, Croom Helm.

Watson, M. (2004). "Academic freedom in Arab Universities." Comparative Education **40**: 458-460.

Weiner-Levy, N. (2006). "The Flagbearers: Israeli Druze Women Challenge Traditional Gender Roles." Anthropology & Education Quarterly **37**(3): 217-235.

This ethnographic study expands educational anthropologists' knowledge of the relationship between higher education and personal and social change in so-called traditional societies. It describes transitions in the status of Druze women in Israel brought about by the first women from the community to obtain higher education, granting new insights into women's struggles for change. The study, conducted between 1998 and 2002, explores unique processes of change compatible with Druze tradition and culture initiated by these "first women," who served as role models and struggled to pave the way for themselves and other women in the community. The findings challenge research literature that expresses disappointment with the activities and influence of educated Arab women after returning to their society, thus enriching working anthropological theories that concern the dynamics of social change brought about by educated women.

Welch, A. R. (1997). "The peripatetic professor: the internationalisation of the academic profession." Higher Education **34**(3): 323-345.

The internationalisation of the academic profession is a growing, if little studied, phenomenon, in contemporary higher education, and the article studies attitudes and behavioural outcomes of academic staff from a range of countries in relation to this dimension. After brief allusions to past examples of academic staff mobility, a routine measure of internationalisation was used to divide the International Survey population into two groups ('peripatetic' and 'indigenous'). Results indicated significant differences in both values and performance, in a range of areas. Substantial differences are also reported between many systems of higher education. The article concludes with some comparisons of other staff mobility schemes, and a defense of the worth of international experience for academic staff.

Wilcox, L. O. and American Association of Collegiate Registrars and Admissions Officers. International Education Activities Group. (1988). Arab Republic of Egypt : a study of the educational system of the Arab Republic of Egypt and a guide to the academic placement of students in educational institutions of the United States. Washington, D.C., American Association of Collegiate Registrars and Admissions Officers.

Wilkens, K. (2011). "Higher Education Reform in the Arab World." The Brookings Project on U.S. Relations with the Islamic World. 2011 U.S.-Islamic World Forum Papers.

The youth-led revolutions that rocked the Arab world earlier this year have refocused attention on the region's 100 million-strong youth demographic and its critical role in the transformation of existing political,

economic, and social structures in the Middle East and North Africa. Youth under the age of 25 represent an estimated and unprecedented 60 percent of the region's population, and in many of the region's countries, approximately 30 percent of the population is between the ages of 15 and 29. They have heightened expectations for themselves and their societies, but are constrained by the economic and political realities in which they live. The current demands of Arab youth for change are rooted in deep frustrations with the existing status quo--not least of which is the failure of the social contract for advancement that should be offered by higher education. Despite more than a decade of dramatic expansion--in enrollment, female participation, numbers of institutions, and programs--higher education in the Arab world continues to fall far short of the needs of students, employers, and society at large. In most countries, the majority of students are enrolled in institutions that lack key human and physical resources for success and suffer from overcrowding and poor quality. Efforts to address these chronic problems have had only marginal success. High unemployment among university graduates is only one measure of the reality of an educational system that is not producing graduates with the skills needed to succeed in the modern global economy and economies that are not producing opportunities for massive numbers of new entrants. Higher education has a critical role to play in the national and regional restructuring of Arab economic and political institutions that is currently underway. The long term success or failure of today's reform initiatives will rest, to a large degree, on the ability of these societies to place higher education where it belongs--as the engine of social and economic progress. The new pressures for political change may provide a unique opportunity to break free from some of the obstacles that have held back meaningful educational changes in the past. This working group, convened at the 2011 U.S.-Islamic World Forum in Washington, DC, brought together educators, specialists, and public sector officials from the United States and the Middle East to review the current state of higher education in the Arab world and consider the key challenges facing this critical sector of society. How are different actors in the diverse landscape of Arab higher education advancing or impeding the goals of improving educational outcomes? To what degree do regional partnerships and cooperative efforts offer opportunities to overcome local obstacles in specific areas? Finally, where has important progress been made and what policy responses and initiatives should be encouraged to improve the ability of Arab educational institutions to meet the challenges of this transformational period? (Contains 11 footnotes.) [The 2011 U.S.-Islamic World Forum was convened by Safwan Masri and Katherine Wilkens. This report was produced by the Saban Center at Brookings.

Wilkins, S. (2010). "Higher education in the United Arab Emirates: an analysis of the outcomes of significant increases in supply and competition." Journal of Higher Education Policy & Management **32**(4): 389-400.

During the last decade, several countries across the Middle and Far East have established higher education hubs, some of which have grown rapidly by attracting foreign universities to set up international branch campuses. The United Arab Emirates (UAE) is by far the largest host of international branch campuses globally, having over 40 providers at the end of 2009. The UAE higher education market has become highly competitive and, in the private sector, supply currently exceeds demand. This paper explores and analyses the outcomes and impacts of this market situation on student recruitment, the student experience, quality and institutional strategies. The long-term viability of international branch campuses in the UAE is also considered, in the context of local political and social issues.

Wilkins, S. (2011). "Who Benefits from Foreign Universities in the Arab Gulf States?" Australian Universities' Review **53**(1): 73-83.

The Arab Gulf States are the largest hosts of international branch campuses globally. By increasing higher education capacity in the Arab Gulf States by over 30,000 places, foreign institutions have, through various forms of transnational provision, increased significantly the accessibility of higher education to young people living in these countries. However, critics of transnational higher education have suggested that it can be seen as the new neocolonialism, which benefits the providers much more than the receivers. This study aims to identify the stakeholders that might benefit from transnational higher education in the Arab Gulf States, and to examine the extent to which those stakeholders are actually benefiting from it. It was found that transnational higher education is playing a large role in the economic, cultural and social development of the Arab Gulf States.

Wilkins, S. (2013). ""Home" or Away? The Higher Education Choices of Expatriate Children in the United Arab

Emirates." Journal of Research in International Education **12**(1): 33-48.

The purpose of the research upon which this article is based was to identify the factors that influence the higher education choices of expatriate children. The study involved a self-completed written questionnaire and structured face-to-face interviews with nineteen students at four international schools in the United Arab Emirates (UAE). The study found that the higher education choices of these expatriate children were most influenced by their need or desire to return to the place regarded as home; to study in the country where they intend to settle permanently; to live with, or be close to, siblings or extended members of their family; to minimize tuition, accommodation and general living costs; and to study in the location where they would feel most comfortable. For students leaving the UAE, rankings and institutional reputation were key determinants of choice of higher education institution. Students remaining in the UAE were far more likely to rely on word of mouth from family or friends. It is concluded that living an internationally mobile lifestyle has significant impacts on the choices made by expatriate children.

Wilkins, S. a. B., Melodena Stephens (2013). "Assessing student satisfaction in transnational higher education." International Journal of Educational Management **27**(2): 143-156.

Purpose: Given that there exists in the literature relatively little research into student experiences in transnational higher education, the purpose of this paper is to identify the determinants of student satisfaction at international branch campuses in the United Arab Emirates (UAE).

Design/methodology/approach: This quantitative study involved 247 undergraduate and postgraduate students at branch campuses in the UAE who completed a questionnaire using either hard copies or an online version. Findings: It was found that levels of student satisfaction at UAE branch campuses were generally high. The factors that were most influential in determining whether or not a student at a UAE branch campus was satisfied overall with their institution were quality of lecturers, quality and availability of resources, and effective use of technology. Research limitations/implications: Given that cultures, customs, traditions and social contexts vary considerably in different locations, the findings of this study are not generalisable across all international branch campuses globally. Practical implications: The findings indicate that there remains scope for UAE branch campuses to further increase levels of student satisfaction. Managers might use the findings to review their own institution's performance, so that areas for improvement can be identified. Originality/value: Given that the logit model developed had an 87.4 per cent success rate in predicting whether or not a student at a UAE branch campus was satisfied overall with their institution, this research has demonstrated the potential usefulness of logistic regression as a predictive and explanatory tool in education management. Emerald Group Publishing Limited.

Wilkins, S. B., Melodena Stephens and Huisman, Jeroen (2012). "Student Choice in Higher Education: Motivations for Choosing to Study at an International Branch Campus." Journal of Studies in International Education **16**(5): 413-433.

The international branch campus has emerged as a prominent feature on the international higher education landscape. Although there exists a fairly substantial body of literature that has sought to identify the motivations or choice criteria used by international students to select countries and institutions, there has to date been little research on student motivations for studying at an international branch campus. This quantitative study, using the push-pull model of international student destination choice as its theoretical framework, involved 320 undergraduate and postgraduate students studying at branch campuses in the United Arab Emirates (UAE). It was found that the main motivations of students who choose to study at an international branch campus are different to those students who choose to study at home campuses. Thus, we propose a revised model of international student destination choice, which incorporates two distinct sets of push and pull factors one that applies to the home campuses of Western universities and one that applies to international branch campuses. In addition to developing the theory on international student choice, our findings may be used by higher education institutions to better understand both their existing and potential students, with the view to applying segmentation techniques in their marketing activities.

Wilkins, S. B., Melodena Stephens and Huisman, Jeroen (2012). "Student Satisfaction and Student Perceptions of Quality at International Branch Campuses in the United Arab Emirates." Journal of Higher Education Policy and Management **34**(5): 543-556.

The international branch campus has emerged as a popular form of transnational higher education but to date little research has been undertaken on student perceptions and experiences, other than the student

feedback evaluations conducted by institutions. This research employed a survey questionnaire to investigate student perceptions of study at international branch campuses in the United Arab Emirates (UAE), the country which hosts the largest number of branch campuses globally. Across the seven dimensions examined – programme effectiveness, quality of lecturers and teaching, student learning, assessment and feedback, learning resources, use of technology, and facilities/social life – it was found that students are largely satisfied. The findings refute many of the criticisms of international branch campuses in the literature, regarding quality, political or ideological issues.

Wiseman, A. W. and N. H. Alromi (2003). "The Intersection of Traditional and Modern Institutions in Gulf States: a contextual analysis of educational opportunities and outcomes in Iran and Kuwait." Compare: A Journal of Comparative and International Education **33**(2): 207 - 234.

This analysis examines whether the unique mix of traditional and modern institutions in the Gulf region structures educational opportunity. We begin with a theoretically comparative framework, which emphasizes the blending of cultural capital differentiation with the cross-national adoption of similar models of schooling. We then use historical and cultural data to contextualize our analyses through mini-case studies aligning Gulf State-Islamic ideology within Iran and Kuwait's educational systems, specifically. Using cross-national data, we empirically test these assumptions in comparative context for Iran and Kuwait. Initial results for the hypothesized relationships rely on both descriptive analyses of resource availability and level of curricular influence in each country, as well as measures of students' expectations and attitudes towards schooling. We then expand these initial cross-national comparisons with multilevel regression models that estimate the effects of educational opportunity indicators on the technical processes and outcomes of schooling. In other words, our analyses not only indicate whether this intersection of traditional and modern institutions influences students' opportunity to learn but also provide preliminary empirical indicators of how this might happen by estimating the degree of penetration of Gulf State culture and religious ideology into schools' organizational environments.

Wolf, A. (1990). "Books vs. Articles: Two Ways of Publishing Sociology." Sociological Forum **5**(3): 466 - 489.

World Bank. (1986). Regional review of alternative modes of vocational training and technical education. Washington, D.C., Education and Training Dept., Operations Policy Staff, World Bank.

World Bank. (1992). Governance and development. Washington, D.C., World Bank.

World Bank. (1994). Republic of Yemen, Education Sector Investment Project. [Washington, D.C.], Population and Human Resources Division, Country Dept. II, Middle East and North Africa Region.

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World Bank. (1998). Education in the Middle East & North Africa : a strategy towards learning for development. Washington, D.C., World Bank, Human Development, Middle East and North Africa.

World Bank. (2000). Jordan Higher Education Development Project - Project Information Document. Washington D.C., World Bank.

World Bank. (2000). Le Système éducatif tunisien: orientations stratégiques. Washington, D.C., Banque mondiale, Secteurs sociaux, Moyen-Orient et Afrique du Nord.

World Bank. (2000). Project appraisal document on a proposed credit in the amount of SDR 42.4 million (US). Washington, D.C., World Bank.

World Bank. (2000). Project Appraisal Document on a Proposed Loan in the amount of US\$34.7 Million to the Hashemite Kingdom of Jordan for a Higher Education Development Project. Washington D.C., World Bank.

World Bank. (2007). Jordan Higher Education Development Project - Implementation Completion and Results Report. Washington D.C., World Bank.

World Bank., et al. (2002). Arab Republic of Egypt Education Sector Review: Progress and Priorities for the Future. Volume I: Main Report. Washington DC, The World Bank.

World Bank. and C. J. Dahlman (1998). Knowledge for development. New York, Published for the World Bank, Oxford University Press.

World Bank. and N. El-Sanabary (1989). Determinants of women's education in the Middle East and North Africa : illustrations from seven countries. [Washington, D.C.], Education and Employment Division, Population and Human Resources Dept.

World Bank. and A. Galal (2008). The road not traveled: education reform in the Middle East and North Africa. Washington DC, World Bank.

World Bank. and Independent Task Force on Higher Education and Society. (2000). Higher education in developing countries: peril and promise. Washington, D.C., World Bank.

World Bank. and C. Mete (2000). Highly selective promotion practices in education: the case of Tunisia. Washington, D.C., World Bank, Human Development Group, Middle East & North Africa.

World Bank. and A. Richards (1992). Higher education in Egypt. Washington, D.C., Population and Human Resources, World Bank.

Education in Egypt must increase people's ability to respond quickly and effectively to changing technological and market opportunities. Egypt is therefore stabilizing university enrollment, boosting non-university technical institutes, and promoting interdisciplinary programs that stress problem-solving and applied work.

World Bank., et al. (2002). Arab Republic of Egypt Education Sector Review: Progress and Priorities for the Future. Volume II: Statistical Annexes. Washington D.C., The World Bank.

World University Service. and Association of University Teachers. (1991). Palestinians and higher education: the doors of learning closed. London, World University Service (UK).

Yang, R. (2003). "Globalisation and Higher Education Development: A Critical Analysis." International Review of Education **49**: 269-291.

Yano, S. T., Harumi and Garcia, Adela (2002). Arab Republic of Egypt Education Sector Review: Progress and Priorities for the Future. Volume II: Statistical Annexes. Washington, D.C., World Bank.

This statistical volume provides the basis for the review in Volume I of the Education Sector Review (Egypt). Table 1 contains data on population, labor force, and macroeconomic framework 1990-2000, while table 2 contains social indicators 1990-2000, and table 3 contains population projection for various age groups. Tables 4-7 contain data on pre-primary education. Tables 8-49 contain data on basic and secondary education. Tables 50-98 contain data on higher education. Tables 99-107 contain data on public higher education. Tables 108-110 contain data on private middle schools. Tables 111-125 contain data on private higher education

Yousif, H. M., et al. (1996). Future population and education trends in the countries of North Africa. Laxenburg, Austria, International Institute for Applied Systems Analysis.

Yushau, B. (2009). "Mathematics and language: issues among bilingual Arabs in English medium universities." International Journal of Mathematical Education in Science & Technology **40**(7): 915-926.

This article is an attempt to highlight the language situation of bilingual Arab university students who are

acquiring English as a second language, and at the same time learning mathematics in the new language of instruction. Furthermore, the article explores the educational implications of the language switch from Arabic to English as they relate to mathematics teaching and learning at the university level. Results of studies done with these students that may shed some light on the language situation are shared. Recommendations are also given for a way forward.

Yyelland, B. (2012). "An American Honors Program in the Arab Gulf." Journal of the National Collegiate Honors Council **13**(2): 107-117.

The article presents information on the Virginia Commonwealth University Qatar's (VCUQatar) honors programs, offered in its campus in Doha, Qatar. VCUQatar is the first Western university to offer an undergraduate honors program in this part of the world. VCU School of the Arts was invited to Qatar because of its ranking as the top American public school of art and design.

Zahlan, A. B. (1980). Science and science policy in the Arab world. New York, St. Martin's Press.

Zahlan, A. B. (2006). "Arab Societies as Knowledge Societies." Minerva **44**(1): 103-112.
Without Abstract

Zahlan, A. B. (2007). Higher Education, R&D, Economic Development, Regional and Global Interface. The Impact of Globalization on Higher Education and Research in the Arab States. Rabat, Morocco, UNESCO.

Zajda, J. I. (2005). International handbook on globalisation, education and policy research: global pedagogies and policies. Dordrecht, The Netherlands, Springer.

Zakari, M. I. a. A., Fahad (2010). "The Role of the Arab Open University, as a Distance Education Institution, in Social Communication and Development in the Arab Region." Education **131**(2): 273-287.

This qualitative study describes the ways by which Arab Open University (AOU) contributes to social development. Ever since it was founded in 2002 and with branches in seven Arab countries, the AOU has succeeded in allowing higher education access to students of all genders, nationalities, and age groups, including those who are over 60 years old. Having a unique organizational structure and teaching methods that are new to the Arab region, the university helps its students gain new set of effective information technology skills that would enable wide social communication and cooperation among students in the seven Arab countries. Moreover, the AOU also helps in encouraging democracy activities. This study, on the other hand, has also concluded that the AOU is in need of more open-learning centers in remote areas as its branches are exclusively located now in big cities. Founding open-learning centers in remote areas would enable the AOU to fulfill its mission in these areas.

Zaydi, A. (1986). Tarikh al-nizam al-tarbawi lil-Shu'bah al-'Asriyah al-Zaytuniyah, 1951-1965. Tunis, al-Ma'had al-'Ala lil-Tawthiq, Markaz al-Buhuth fi 'Ilm al-Maktabat.

Zaytun, M. (2005). al-Ta'lim fi al-watan al-'Arabi fi zill al-'awlamah wa-thaqafat al-suq. Bayrut, Markaz Dirasat al-Wahdah al-'Arabiyah.

Zeidner, M. (1986). "Are Scholastic Aptitude Tests in Israel Biased towards Arab College Student Candidates?" Higher Education **15**(5): 507-522.

This study sets out to examine empirically the cross-cultural validity of the "test bias" contention as applied to scholastic aptitude testing in the Israeli scene. The analyses were based on the test scores of 1017 Arab and 1778 Jewish student applicants to a major Israeli campus, who were administered standardized scholastic aptitude tests as part of routine precollege admissions procedures. The psychometric properties of four subtests appearing on both the Arabic and Hebrew versions of the University admissions aptitude test battery were compared for Jewish and Arab student candidate subgroups, via a variety of internal (e.g., factor structure, reliability, standard error of measurement, discrimination indices, etc.) as well as external (e.g., predictive validity, standard error of estimate, etc.) criteria. A comparison of the reliability indices, by culture, shows aptitude tests scores to be somewhat less reliable measures for Arab compared to Jewish

305 هاروتكد ةيبرتلا ةيلك .نيلينلا ةعماج

ص ص : (28) ةيبرتلا ةيولعلل ةيلك ةلج " يلاعلا ميعتلا يف ةلماشلا ةدوجلا ةرادا ةيمه" . (2008) . ش . ر . ا . محج
158-172

ةيبردنكسلا ةعماج ، ةيبردنكسالا . يادالا ةيلك . سياسيلا لمعلا وحن بابشلا فقاوم يف ةيسايسلا ةفاقثلا رود . (1993) . ا . ش . ا . محج
ةاروتكد .

سيديتلا بيلاسا و جهنم دعبع نع لمعتلل ندرالا يف يلاعلا ميعتلا تاسسؤم يف نيويبرتلا ةداقلا تاكاردا . (2007) . م . ف . ا . محج
ص . 86 ، ط - ا ريتسجام ايلعلا تاساردا ةيلك . ةيندرالا ةعماجلا ندرالا : دلبل ايلعلا ايجولونكت .

ةعماج . ةيبرتلا ةيلك ةلج " رصم يف ةفرعلا عم تجم سيسات تايدحت ةهجاوم يف يلاعلا ميعتلا رود" . (2008) . ا . ا . محج
3-121 ص ص : 2008 ريتسب س 1 ، ج 68 ، ع : ةروصنملا

ةيويبرتلا مولعلل ةينانبللا ةيولعلل ، توريي . نانبل يف يلاعلا ميعتلا يف نوجرختملا و بالطلا . (1997) . ع . و . ط . ا . ت . نييالا

ةلودب يلاعلا ميعتلا تاسسؤم ءاشن يف صراخلا عاطقلا ماهسا ةيلعاف وحن ةيعةمجال تاذايقلا ضعب ءارأ" . (2008) . م . ج . ن . محج
177 - 120 (1) : 6 سفنلا ملع و ةيبرتلا ةيلعلا تايعمال داخا ةلج " . تيوكلا

ةيولعلل ةيعةمجال ، ةيندرالا ةعماجلا يف ةيويبرتلا ةرادالا صرخت يف ريتسجامنلا حمانرب ةيلعاف يدع ريقوت . (1997) . ا . ر . بيطلخا
ةيلكلملا .

: تاريختلا ضعب اهتقالعو نيولعمل رظن ةهجو نم ندرالا يف بيلطلا برست ايل يدوت يتلا بابسالأ" . (2008) . ا . ع . ج . اليسي
229-257 (66) : 2008 ريانى ، 2 ، ج 66 ، ع : ةروصنملا ةيولعلل ةيلك ةلج " . ةيولعلل ةربخالو ، يولعلل لهؤملاو ، سنجلا
229 - 257 .

ةيداصتقالا مولعلل دادغب ةيلك ةلج " ةدوجلا ةرادا مادختساب يلاعلا ميعتلا ةدوج نييحتل ماعلا راطالا" . (2007) . ع . ا . راتسلا
1-12 ص ص : 14 ةعماجلا

ريانى ، 11 ، ع : ةيولعلل ةيويبرتلا ةيولعلل ةلج " رصم يف يلاعلا ميعتلا تاسسؤم لوبقلل حرتقم ماظن" . (2008) . ا . ا . ينيبرشلا
2008 : 343-373 ص ص

ديدحت يف رثوت يتلا لماعلا ايلع زيكرتلا عم يلاعلا ميعتلا تاسسؤم بالطلا لوبقل روصت ميديقتل ةلواجم
ةيولعلل موهفم راشتن او ةينكسلا ةدايزلا لثم ةيجراخ لماع نم رصم يف يلاعلا ميعتلا تاسسؤم لوبقل تاسايس
لاجم يف نيولعمل او سيردتلا ةيولعلل لثم ةيولعلل لثم ةيلخادلا لماعلاو ، ييولعلل حومطلا ةدايزو ميعتلا
ماظنلا اذهف ، تاسسؤملا هذب بالطلا لوبق يف عبتتلا يلاخا ماظنلا بويعو ايازم ركذ ايل ةفاضلا اب اذه ميعتلا
دادعأ نيي نزاوتلا يف للخل اهنم تايبلسلا نم ديدعلا هجاوي هنك بالطلا نيي ةيولعلل او ةيولعلل ايل قيقحتب زيديت
لوبق يف عبتتلا ميعتلا جدامنلا كلع ءوضلا اقل ايل ةفاضلا اب . ةيولعلل ايل كللاو ةيولعلل ايل كللاو نيولعمل
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