Bibliography of Higher Education in the Arab Region


(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.


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.


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.


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.


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.


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.


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.


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.


Contented 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)

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.


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.

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.


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 " 


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.


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 Deming & Joseph Juran. Our findings proved the critical and practical need for applying TQM in our Educational Institutions in the Arab world.


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.


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.


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.


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.


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.


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.


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.


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.


al-Lubnaniyah lil-'Ulum al-Tarbawiyah.


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.


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.


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.


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.


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.

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.


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.


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.


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.


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.


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.


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.


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.

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.


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.


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.


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.

Barraclough, 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. Barraclough discusses how Al-Azhar has emerged as a power in its own right, delicately placed between the government and the Islamic opposition.


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.


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.


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.


Blanchard, C. M. (2008). “Saudi Arabia: Background and U.S. Relations.” from http://handle.dtic.mil/100.2/ADA492806. 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.


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.


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.


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.


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.


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

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.

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.


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.


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.


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.


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.


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.


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.


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.


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.

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.


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


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.


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]


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.

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.


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.


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.


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.

Comparative and International Education

Bibliography


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 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.


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.


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.


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.


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.


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.


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.


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.


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.


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
visibly 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.


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.


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.


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.


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 
summer 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 
attending to resolve them. (JB)


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 ijtihad3 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 ijtihad 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.

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.


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.


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.


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.
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 cornerstone in development where workforce 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.


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.)
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.


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.


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 &amp; M University, and Carnegie Mellon University, with that number expected to grow to 8,000 in the next ten years.


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.


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.


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.


Pakka reflects on life at the American University in Cai...
an overview of the largest importer of international branch campuses and discusses related public policy
issues.


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.


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 Kafeel 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.


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.


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.


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.


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.


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.


Education, higher; Arab countries.


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.


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.


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.


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.


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.


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.


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.


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.


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


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.


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.


An overhaul of school textbooks has begun in Saudi Arabia after Crown Prince Abdullah 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.


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.


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.


Note: Access restricted to McGill users.


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.


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.


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.


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.


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.


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.


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.


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.


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.


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.


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.


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.


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.
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.


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 then 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.


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 histographic 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 histography and practice, and teaching of other social science disciplines. We do not ignore the view that the practice of histography in the Arab-Muslim world is of an origin which goes back to the beginning of the Islamic era.

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.


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.


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

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.

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.


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.

Education, Higher; Arab countries; future planning.


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).


Universities and colleges

Aims and objectives

Egypt

Higher Education


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.


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.


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


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.


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.


Higher education planning development Egypt policy state


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’.


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.


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.


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.


Materials specified: Bibliographic record display


A special section on international experiences of curricular change is presented. Articles discuss reform and curricular development in Bukina, 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.


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 post-secondary attendance levels, but higher education is recognized as a key force for modernization and development. African 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.


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


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.


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.


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 if 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 ill 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.


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.


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.


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.


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.


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.]


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.


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

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.


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.


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.


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.


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.


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.

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.
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.


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.


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.


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
student candidates. Also, scholastic aptitude test scores reveal significant, but slight, intercept bias, tending to over predict the scholastic achievement of Arab student candidates. On the whole, however, the data were consistent with the results of previous research carried out in the American cultural scene, reporting negligible differences in construct or predictive test validity across varying cultural groups and the findings appear to be more consistent with the “psychometric” than with the “cultural bias” position.


An Egyptian court ruled that the American University in Cairo could not bar a woman who wears the traditional niqab headdress from entering its library—the latest episode in the struggle between religion and secularism on Egypt’s university campus. The case brought by a graduate student at al-Azhar University, a venerable institution in Cairo, who held library privileges at the American University.


New York University announced this month that it will open a campus in Abu Dhabi, in the United Arab Emirates, joining a swarm of American universities hoping to capitalize on opportunities in the oil-rich Persian Gulf. NYU’s new project, which the university says will create “the first comprehensive liberal-arts campus abroad developed by a major US research university,” seems to be the most ambitious project to date in the region.


Saudi Arabia has been developing at breakneck speed since the end of World War II, when oil production transformed this country of Bedouins into one of the richest polities in the world. Its higher-education system, however, has not kept pace. The Ministry of Higher Education was not established until 1975, and its task was to educate a population still learning to read and write. As recently as 2003, only eight public universities served a population of 22 million people.


As the small states that line the Arabian Peninsula spend their billions of petrodollars picking up luxury hotels, satellite television stations, first-class airlines, and high-tech weaponry, three of the emirates—Dubai, Abu Dhabi, and Qatar—have been engaged in a high-stakes game of one-upmanship involving universities, American universities in particular. The opportunity is ripe: The region’s traditional centers of education—Baghdad, Beirut, Cairo, and Damascus—have been eclipsed by war, poverty, and political strife.


With more than a dozen American universities opening branches and campuses there, the oil-rich emirates of the Arabian peninsula are threatening to dethrone cities like Cairo, Baghdad, and Beirut as the academic centers of the Middle East. Wealthy, safe, and relatively stable, these emirates are vying to become the new intellectual heart of the region, spending more than $20-billion on cultural and educational projects annually.
لا يمكنني قراءة النص العربي من الصورة. يرجى تقديم النص باللغة الإنجليزية للحصول على مساعدة قوية.
لا يمكنني قراءة النص العربي من الصورة.
مقدمة


