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Policy and Strategy Roundtable

Securing the Future of Higher Education in the Arab States: Reflections on e-Learning

Atlantis Hotel, Palm Dubai, January 31st - February 3rd, 2011

Report

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Dr Mansoor Al Awar
Chancellor

Foreword

Although e-Learning is inevitable, as inherent in the evolution of a new paradigm for higher education, the process of how to spread it far and wide in the Arab World is the point of departure for a meaningful discussion concerning policy making. An inquiry into the role of e-Learning, perhaps as a substitute for traditional format of education, is the main challenge for academics, practitioners, policy makers, media persons, and community leaders.

The success of HBMeU and some other e-Learning institutions operating in other parts of the world has certainly helped upgrade the level of importance of the e-learning mechanisms and processes. This calls for the need to explore policy dimensions that could help spread e-Learning and solve some of the problems associated with traditional education. This Roundtable has been established by HBMeU for exploring new policies after discussing a wide array of issues and challenges facing education in the Arab World.

Although the removal of some traditional constructs has seemingly been a promising development, there is a need to find out new ones and test them in the socio-economic contexts of the Arab World. The Roundtable, a pioneering initiative of HBMeU, has certainly been successful in identifying new constructs of education. The challenge now is how to promote coherence between policies relating to traditional education and e-Learning.

This report is thought-provoking. I believe, it would certainly help design new policies and fine-tune the existing ones.

Executive Summary

This report relates to the Policy and Strategy Roundtable titled, 'Securing the Future of Higher Education in the Arab States: Reflections on e-Learning' organized by HBMeU on 31 January, 2011 at the Atlantis Hotel, Dubai.The Roundtable is an annual event bringing together scholars, UN agencies, practitioners, government policy makers, media organizations and community leaders.

This Roundtable, attended by twenty-seven eminent participants from various parts of the world, deliberated on a wide range of issues relating to e-Learning in the context of higher education in the Arab states. Much of the distance education has been enabled by Internet technology and driven by a desire to meet the needs of all categories of learners anywhere in the Arab World anytime. This motivation is now balanced by other emerging objectives including efficient access to and the leveraging of knowledge in any part of the world. The shift from just production of knowledge to providing easy and efficient access to knowledge in the Arab World leads to various challenges including, most notably, designing more innovative combinations in learning.

The scope of e-Learning has expanded significantly to include a wide array of learning technologies. This trend will continue to grow such that a new paradigm for education based on e-Learning becomes a widely-recognised reality, particularly in the Arab Middle East.

A large number of the Arab economies are open and getting integrated into the world economy. In view of this trend, knowledge creation, integration of technology into education and training, and the leveraging of knowledge created in any part of the world are considered raison d'etre of education policy. Surely, e-Learning has a vital role in any modern policy related to education.

The potential of e-Learning to solve some of the problems of education in the Arab World is undoubtedly enormous. Can it be a substitute for traditional format of education? Perhaps not, according to some participants in the Roundtable. It can, however, play a remarkable complementary role in the area of education anywhere in the world.

Marshall
McLuhan
Then, can we say with Marshall McLuhan:
"the medium is the message" ?

Dr Narimane Hadj-Hamou

Assistant Chancellor for Learning and Academic Development

Introduction

This report is based on discussions at the Policy and Strategy Roundtable focusing on e-Learning issues in the context of higher education in the Arab states. The Roundtable is a manifestation of the mission and strategy of Hamdan Bin Mohammed e-University (HBMeU) to provide intellectual leadership in influencing policy agenda in the Arab states.

There are 22 Arab states in the Arab League including Morocco and Mauritania in the west, countries of North Africa and the Levant and the Arabian Gulf countries in the east. Curiously enough, great variations exist among the Arab states in their literacy rates. Available data presented in Table 1 suggest that literacy rates range from 80% and above in nine countries to less than 75% in some other heavily-populated countries, with Iraq, Sudan and Somalia standing as low as 65%, 50% and 25%, respectively.

The Arab Human Development Reports (UNDP, 2002 through 2009) revealed some eye-opening facts: 65 million adults were illiterate, two- thirds in this category were women, and 10 million children were out of school. Only 0.6% of the Arab population used the Internet, and expenditure on research and development (R&D) activities was one-seventh of the world average. High rates of illiteracy among women exist in majority of the Arab countries. Indeed, women today account for two-thirds of the region's illiterates. According to the Arab Human Development Report (UNDP, 2002, p.52), this rate is unlikely to disappear until 2040. An overview of the illiteracy rates in some Arab countries is presented in Figure 1. According to the Millennium Development Goals estimates, the Arab world may not achieve gender equity before 2020 or achieve even basic education for all before 2050 if drastic changes are not made.

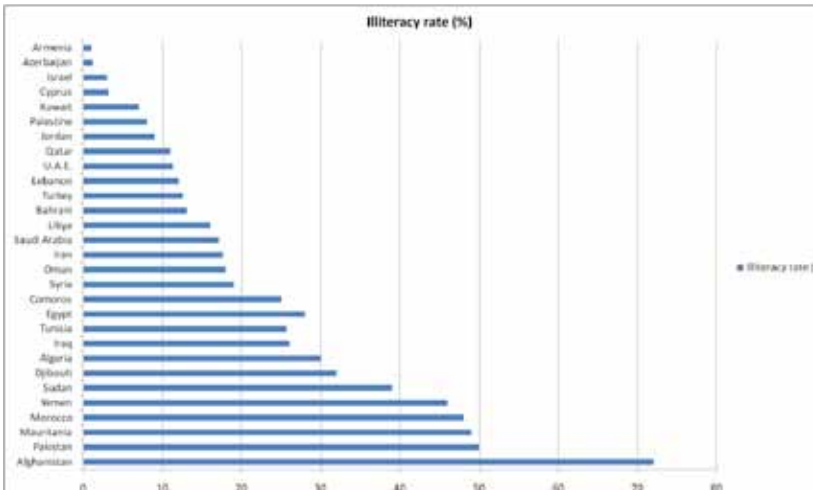
According to the Global Competitiveness Report 2010-2011(WEF, 2010), the Gulf Co-operation Council (GCC) countries endowed with oil and gas reserves have made considerable headway in improving the quality of education. Qatar, in particular, is at number 4 among 134 countries. However, in terms of tertiary enrollment, it lags behind all other GCC countries (Table 2). Although education appears to be a high priority in the GCC countries, considerable ground has to be covered to make rapid progress in terms of both enrollment and quality enhancement.

Table 1: Literacy Rates in Arab States

Country	Adult literacy rate 15+ years				Gross school enrolment ratio						
					Primary			Secondary			
	T	M	F	Y	T	M	F	T	M	F	Y
	(%)	(%)	(%)		(%)	(%)	(%)	(%)	(%)	(%)	
Afghanistan	27	39	13	2008	65	75	66	34	44	22	2008
Bahrain	…	…	…	…	125	124	126	102	100	104	2006
Djibouti	63	63	64	2006	52	54	50	32	37	26	2006
Egypt	71	78	63	2006	94	95	93	92	93	91	2006
Iran, Islamic Republic of	82	87	77	2006	…	…	…	…	…	…	…
Iraq	65	65	65	2006	104	113	96	49	56	41	2009
Jordan	93	96	89	2009	102	101	103	82	79	86	2007
Kuwait	95	96	94	2008	100	100	100	100	100	100	2008
Lebanon	…	…	…	…	108	110	105	79	74	84	2007
Libyan Arab Jamahiriya	89	94	83	2006	97	97	97	…	…	…	2008
Morocco	56	69	44	2009	91	…	…	44	…	…	2009
Oman	…	…	…	…	99	99	99	91	93	89	2009
Pakistan	56	69	44	2009	91	97	83	47	55	36	2009
Palestine	94	97	90	2007	90	88	90	75	70	80	2007
Qatar	91	94	88	2006	103	105	102	105	102	109	2005
Saudi Arabia	88	90	85	2008	99	100	97	94	99	90	2008
Somalia	25	…	…	2006	7	…	…	…	…	…	2006
Sudan	50	51	49	2007	71	77	65	30	31	29	2008
Syrian Arab Republic	83	90	76	2008	100	100	100	37	35	38	2006
Tunisia	78	86	69	2008	98	97	97	75	72	79	2009
United Arab Emirates	92	92	93	2008	86	84	88	63	61	65	2008
Yemen	…	…	…	…	75	85	66	37	47	27	2009

Source: WHO, Demographic, Social and Health Indicators for Countries of the Eastern Mediterranean, Cairo, Regional Office for the Eastern Mediterranean,2009.

Figure 1: Pillars of Competitiveness



Sources: Based on United Nations (2009) World Almanac

Country	Quality of Primary Education	Secondary Enrolment	Tertiary Enrolment	Quality of the Educational System
Oman	...	...	...	...
Pakistan	56	69	44	2009
Palestine	94	97	90	2007
Qatar	91	94	88	2006
Saudi Arabia	88	90	85	2008

Source: The Global Competitiveness Report 2010-2011, World Economic Forum,2010

Admittedly, several initiatives have been taken by the Arab states (depending on their circumstances and availability of resources) to improve literacy in line with recommendations from UNESCO, UNDP and the World Bank. These initiatives have included establishment of national and regional forums, proliferation of educational institutions, availability of incentive systems to promote education (particularly in the GCC countries), and flexible access to distance-education programs. However, a key question still lingers in the Arab states: Is e-Learning a viable alternative to the current model of education provision in the Arab world?

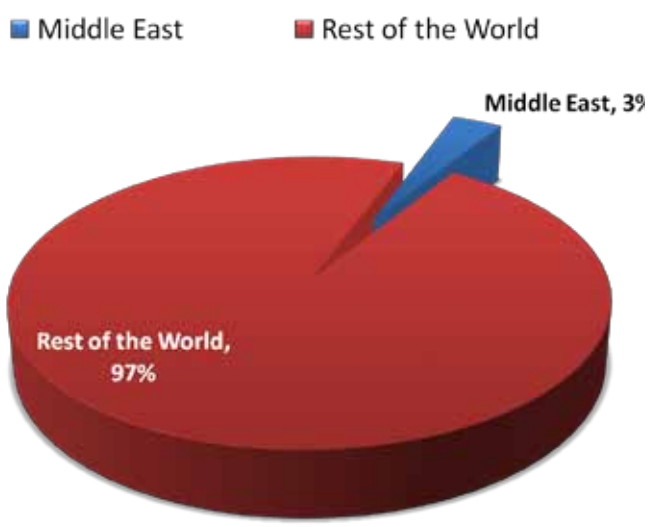
Arguably, decision-makers can best respond to this question by exploring the potential of electronic communication for spreading education in the Arab world. Electronics can produce total communications anywhere in the world. The rise of the Internet surely is a major trend in modern times. There is certainly a close and mutually-reinforcing relationship between the Internet and education. Internet makes education easier, cheaper and more possible through global connectivity (AACSB International, 2005). Consider, for instance, Phoenix University, America's largest university having nearly 280,000 students, 234 campuses and branches around the world including some in China and India. Case studies from rapidly developing countries such as India, China and South Africa indicate positive trends in e-Learning. The Open University of China, for instance, is educating nearly one million students by using e-Learning technologies effectively.

Some Arab countries such as Libya, Syria, Egypt, Sudan, Kuwait, Lebanon, Bahrain, Oman, Palestine, and UAE have taken advantage of the availability of distance-education technology. (Figures 2 and 3 indicate the use of the Internet in Arab countries).

The potential of distance education can be gauged by reviewing an imaginative approach adopted by Sudan to educate the displaced people living in camps due to political conflict, by providing non-formal education (Sudan National Plan on Education for All 2002). The Open University in Libya set up in the late 1980s has been expanding and is supported by a satellite channel to spread education in various parts of the country. The Al-Quds University in Palestine, the Arab Open University established in collaboration with the Open University, UK (with branches in several Arab countries) and Cairo University's Electronic Learning Centre have also been serving the cause of higher education in the Arab World.

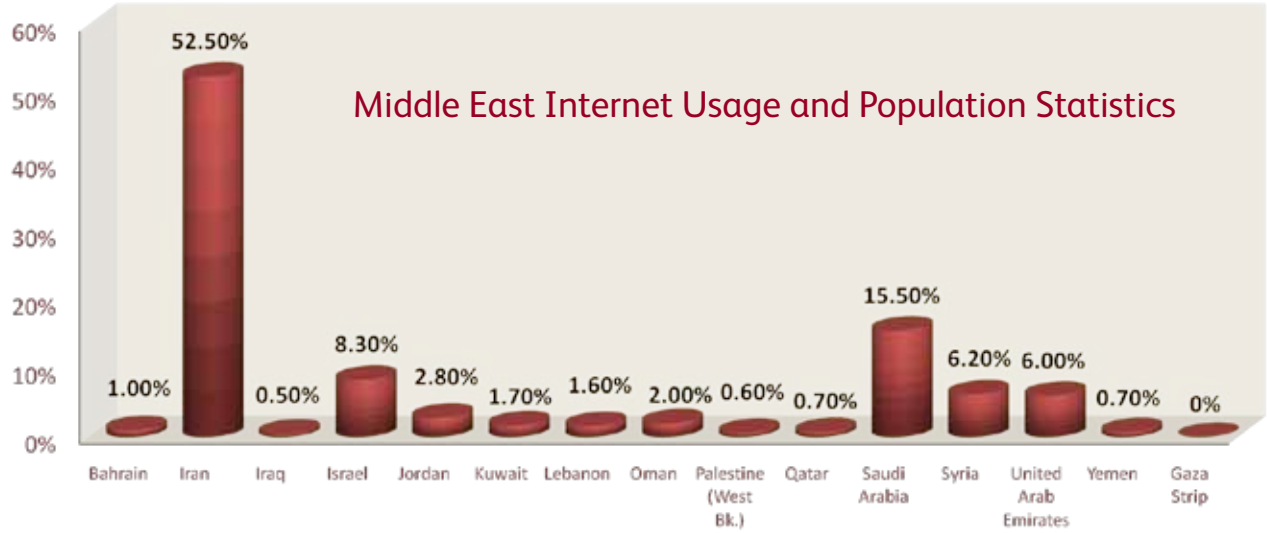
HBMeU has pioneered a unique life-long learning model to provide learning opportunities for everyone in the Arab world by laying out an effective architecture for e-Learning. Its pioneering initiatives have helped the Ministry of Higher Education and Scientific Research in the UAE to prepare the Standards for e-Learning. Thus, a review of higher education trends in countries of both North and South suggests that e-Learning has emerged on the landscape of higher education.

Figure 2: Internet Users in the MIddle-East and Rest of the World



Source: Based on InternetWorldStats.com (December, 2010)

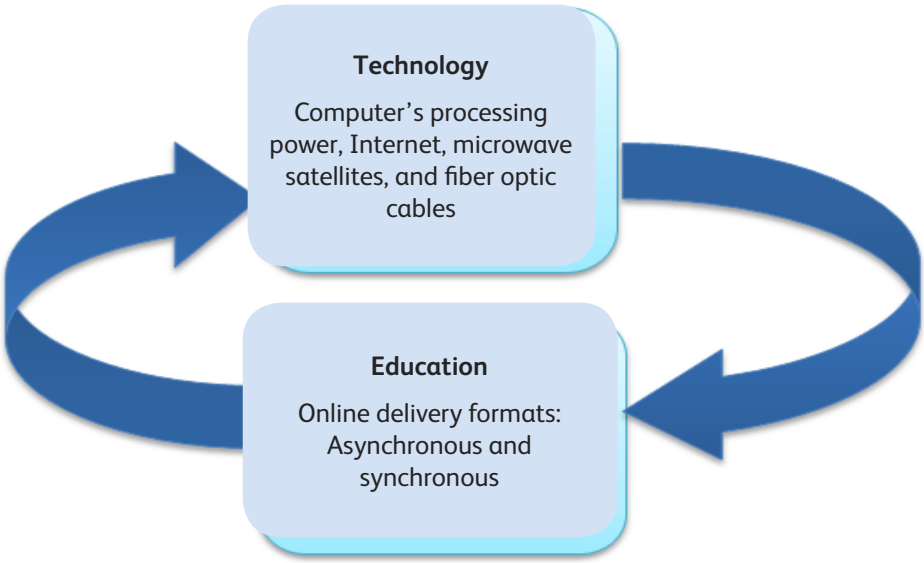
Figure 3: Internet usage in the Middle East



Source: Based on InternetWorldStats.com (December, 2010

There are several powerful forces lending support to e-learning in the Arab world: the illiteracy-eradicating potential of e-Learning, the enhancement of e-Learning technology due the increasing number of e-Learning institutions, the learner-centric nature of e-Learning, and the facilitation of economic development process as a consequence of e-Learning contributing to improvement in literacy rates. Interestingly, the emerging forces of education and technology are indeed mutually reinforcing as shown in Figure 4.

Figure 4: The Technology-Education Reinforcing Circle



The e-Learning Declaration crafted by HBMeU at the 2008 e-Learning Forum held in Dubai called for more active learners as well as a different model of education. The new educational model, which is based on research about how lifelong learning takes place, requires a shift in focus from the traditional approach. HBMeU has adopted a unique but effective model that takes the educational programs from instructor-centered passive student model to an independent learning, learner-centered empowering model.

Policy Options

Admittedly, one size of policy won't fit all the Arab states. Lessons of experience from HBMeU suggest that e-Learning requires substantial investment in technology including computers, servers, learning-specific hardware, learning systems, delivery tools and platforms. It also requires highly-trained specialists such as multimedia instructional designers, Web designers, technologists, and e-faculty to develop and deliver modules. These are actually fixed costs that must be incurred. Moreover, instructional materials are digitized, thereby reducing variable costs. The GCC countries and some other countries such as Jordan and Libya are in a position to incur these costs to promote e-Learning and eradicate illiteracy. However, policy reforms granting e-Learning full validation and accreditation would be helpful in accelerating the pace of literacy programs.

The second cluster of Arab states includes Maghreb countries as well as countries such as Syria and Lebanon with modest resources. These countries might use affordable asynchronous forms of communication only to deliver programs of study. These programs could be useful in producing technical and vocational labor force.

The third group includes relatively poorer countries with large populations and geographical areas such as Sudan, Yemen, Egypt, Mauritania and Morocco. According to UNDP, the main policy challenges for these countries lie in the provision of higher education to women and girls, particularly in rural areas and remote communities, creating awareness of the importance of education, and removing wide gaps between urban and rural literacy for both genders because of lack of infrastructure to reach out to the illiterate sections of society (UNDP, 2002).

A common thread running through these three groups of Arab countries is the proliferation of technology. The pace of technology proliferation may be different in different Arab countries, but this kind of proliferation across all Arab states cannot be reversed. Many programs can be conveniently offered online. Policy makers in a large number of Arab states can take advantage of this opportunity to save resources by developing and offering courses on the Internet. However, the challenge here is to question what has been done for centuries and search for new ways to offer educational programs. For instance, can virtual faculty replace full-time faculty? Can private sector organizations be partners in e-learning? Can an institution of higher learning such as HBMeU (with considerable innovations and expertise at its command) franchise its programs throughout the Arab world? Can an e-Learning institution run as a private enterprise listed on a stock exchange? Can an e-Learning institution open up branches at several locations worldwide? Can markets be allowed to take control of higher education? Can a consortium of institutions be formed to design and deliver online programs in a globalized world? And, what are the pros and cons of each option in the Arab states?

If traditions are faithfully upheld and if it is not possible in a cultural sense to find a substitute for traditional education, can a two-tier system evolve? If yes, what courses would be the ideal candidates for online delivery, and what others could be taught in a traditional face-to-face environment? These were all interesting questions for the Roundtable.

Another challenge for policymaker in Arab countries is how to integrate the educational policy into the planning process involving healthcare improvement, poverty reduction, job creation and indeed economic development. Literacy programs, in order to be effective, must be tied to other socio-economic development programs in the Arab countries.

The following thematic questions were addressed by the participants in the Roundtable.

Thematic Question 1

- Is e-Learning a viable alternative to the current model of education provision in the Arab World?

  This key question addressed the following:

  a. An assessment of the current regulatory system, institutional environment and status of education in the Arab world;

  b. The challenges facing education in the context of the emerging development scenario in the Arab world, and

  c. The potential of e-Learning to overcome some or all of these challenges.

Thematic Question 2

- Will e-Learning solve some of the problems related to education widely publicized in the Arab world? This key question helped trigger a discussion on the following.

  a. What challenges lie in the implementation process of e-Learning strategies?

  b. What kind of architecture needs to be created to implement e-Learning in the Arab World?

  c. What should be the essential characteristics of e-Learning in the Arab World?

The Roundtable certainly turned the attention to an emerging area of e-Learning in education. It is true that the size of e-Learning activity is small relative to other aspects of traditional education. Yet, measured by the effect of e-Learning technologies on the education system as a whole, e-Learning is an important dimension of modern education. The dynamics of education are changing from mere expansion of the sector to a process driven by the emerging information and communication technologies (ICTs) in the Arab World. These technologies have brought e-Learning to the centre-stage of policy making.

The Roundtable has been successful in generating new ideas that will go a long way in influencing education policy in the Arab World.

Contributions from the Panel

Professor M. Badr Aboul- Ela (Chair)
Sir John Daniel
Professor Carmel McNaught

The distinguished panel explained the remarkable evolution of e-Learning and some of its major implications for the Arab world. Professor Badr Aboul-Ela, the panel chair opened the session with an overview about the current academic situation in the UAE. He highlighted that there is a clear vision in the UAE to invest in building the human capacity. The literacy rate is dropping and the percentage of individuals coming back to education is increasing, according to Professor Badr Aboul-Ela. He pointed out that there are still challenges and that there are many deprived sectors which can benefit a lot from the new forms of knowledge delivery. In particular, the lifelong learners could benefit immensely from the new forms of knowledge transmission, he argued.

While e-Learning can be a solution for so many problems facing education, it needs a lot of resources and pre-requisites at different levels including governmental support and learners' readiness. Professor Badr Aboul-Ela also shared with the participants in the Roundtable that Standards for e-Learning in the UAE were drafted in 2004 and publicised in 2007.

Professor Badr Aboul-Ela added that from the investors' perspective, e-Learning is a business approach to offer lifelong learning. He concluded that the situation in the GCC countries is rather varied, and the UAE is not the norm. He posed the question: how can we address the variety in the resources, policies and readiness in different GCC countries to ensure the success of the e-Learning paradigm in the region?.

Prof. Badr Aboul-Ela
Director of the Commission for Academic Accreditation, the CAA Department at Ministry of Higher Education and Scientific Research, UAE

Following the introductory remarks from Professor Badr Aboul-Ela, the internal moderator, Professor Senteni

presented a review of literature. He pointed out that in comparison with the relatively abundant body of research on e-Learning existing in developed countries, there has been a sparse consideration given to e-Learning in the Arab World. This Roundtable, he pointed out, sought to generate useful knowledge for policy makers, particularly in the Arab World. He explained the trends in education in the Arab states and made out a strong case for e-Learning, especially in view of the proliferation of learning technologies. He shared the unique 4 Cs model crafted by HBMeU to meet the needs of all types of learners through e-Learning.

Following Professor Senteni's presentation, the chair invited Sir John Daniel to make his presentation. Sir John presented an overview of the work of Commonwealth of Learning (COL). The success stories of COL and the Open University, UK testify to the potential of e-Learning in meeting the needs of those learners who are interested in a non-traditional format of education. He observed that the question, whether e-Learning is the viable alternative to current educational system is not the real question; rather, the focus should be on whether e-Learning is a viable way for enriching education and helping in the progress of the system.

Sir John Daniel

Sir John argued that e-Learning can help cut the cost of education , but observed that at the present time, e-solutions in the region still seem to be costly. He highlighted that what is important is consistent quality that will eventually lead to excellence.

Another point made by Sir. John was the fact that e-Learning can bring individuals back into the educational system while motivating them. He highlighted the need to get individuals in the 21st century to be self-directed and make use of e-Learning.

Sir John explained that a good strategy needs good quality as well as good processes. He concluded with the importance of a top-down leadership in a university in combination with a bottom-up approach which is the only way of ensuring a culture of quality in a given institution. He emphasized that one can get more quality work if team members feel actively involved in creating the strategy at hand.

Professor Carmel McNaught provided reflections on her experience with her own university while agreeing with Sir John about the need to rephrase the question into how can e-Learning help current educational systems.

Prof. Carmel McNaught

Professor McNaught emphasized the need to avoid silos, dogmatization, and over-generalization of any model. She noted that the success of e-Learning depends on the hard substance as well as the softness and flexibility which reflect the Yin and Yang of e-Learning. She stressed the need for efficiency and effectiveness for the success of e-Learning.

She stressed the need for student support for the success of any e-Learning model, since being digital natives does not mean digital e-learners. She argued that an action plan and a timeline are very important while referring to the J curve and stressing the need to facilitate the process with proper planning.

Roundtable Outcomes

This section of the report is an account of the outcomes based on responses to the thematic questions from the participants in the roundtable. The first thematic question posed to the participants in the Roundtable was as follows.

Is e-Learning a viable alternative to the current model of educational provision in the Arab World?

The responses to this question are summarized as follows:

- It was agreed by most participants that e-Learning does not constitute an alternative to the current model ; rather, it supports it.
- The question should be rephrased into a more general one that addresses how e-Learning can support and enhance other forms of learning.
- Enhancement of education is the more important aspect to keep in mind while designing a policy.
- Blended learning is a good approach since the e-Learning aspect enhances the face-to-face delivery mode.
- Advantages of e-Learning include accessibility within country and beyond.
- E-learning allows a more flexible form of completing the formal education.
- E-learning supports life-long learning through various forms and approaches.
- Cost of e-Learning need not be an issue especially with open resources.
- E-Learning allows adaptability to individual needs.
- E-learning makes provision for bringing learning to all stakeholders including faculty members who have numerous resources at hand.
- E-learning has the potential for creating an online community and supporting discussions and connectivity with peers, professional and networks.
- E-learning provides an appropriate form to learn about new information and digital literacy.
- E-learning has the ability to provide a variety of assessment and evaluation formats.
- E-learning provides a precise method for assessment and linking learning outcomes across courses and programs in an easy fashion.
- E-learning facilitates knowledge-sharing among individuals while improving one's own knowledge.
- Having connectivity does not ensure sustainability; however, high-quality content is needed.
- The most pressing challenge for e-Learning in the Arab World is how to make high quality content in Arabic available.

- There is a need to start early at school to ensure readiness of learners for e-Learning.
- There is a need to invest in the technology while ensuring high connectivity.
- There is a need to invest in the infrastructure to ensure success of the e-Learning process.
- There is a need to work on national, regional and international collaborations.
- There is a need to relate what is learned in school and university to real world.
- Change is an important factor and we need to invest in evidence-based learning.

The second question was:

What kind of architecture needs to be created to implement e-Learning in the Arab World?

The responses to this question from the participants in the Roundtable are summarized as follows.

- Support infrastructure for students and faculty
- Creating awareness about e-Learning on the part of government, leaders, society and learners
- Creating awareness among policy makers to ensure funding
- Creating access to resources
- Computer availability
- Creating connectivity infrastructure
- Institutional policy and continuous professional development

The third question was:

What should be the essential characteristics of e-Learning in the Arab World?

The following characteristics were stated:

- Accessible
- Open resource
- Cost-effective
- Economical and efficient
- Harmonized
- Contextualized
- Accredited
- Multilingual
- Active quality knowledge sites
- Culturally-sensitive contents
- Collaborative networks
- Open platforms for the production and sharing of local/personal knowledge
- Standards to ensure quality
- Integration of pedagogy and technology
- Aligned with the national agenda of country to address needs and challenges
- Internationally-used solutions adapted to suit local needs.

The Way Forward

Even as some policy makers in the Arab World have changed to embrace e-Learning, a majority has not, which is why the nature and mindset of much of the society has not changed. Indeed, as technology becomes ingrained in the education sectors of the Arab states, e-Learning is likely to gain recognition, support and even preference inpolicy making. What is less widespread is the belief that the purpose of e-Learning is to expand opportunity for all.

Admittedly, past policies relating to education in the Arab World, no matter how traditional, have produced capable human resources to shoulder the responsibility of socio-economic development. The policy makers should not sacrifice this advantage in an attempt to carve a new paradigm for education. Rather, they should seek to integrate learning technologies into the educational system and pave way for a more flexible and market-oriented paradigm to emerge.

E-learning in the Arab World

Participants' Responses to Key Questions

Based on a review of literature and trends related to education in the Arab World, it was decided to develop a list of questions that appeared to influence policy. The Dean of School of e-Education finalized these questions after careful discussions with a focus group including experts in e-Learning. These questions were posed to the participants in the Roundtable through an electronic voting device.

A 6-point Likert scale, with A representing 'strongly agree', B representing 'agree', C representing 'neutral, D representing 'disagree' , E representing 'strongly disagree' and F representing 'quite strongly disagree' was used to measure responses. The responses are presented in Figures 5 through 17. Interestingly, a common thread running through the responses did not suggest negativism for e-Learning. For instance, 46 percent of the respondents strongly agreed with the statement that e-learning will enhance the current model of education provision in the Arab World. This is in line with the argument made by Sir John and other eminent panelists. Half of the respondents agreed that e-Learning will enhance the education model by inculcating lifelong learning dimension into it (Figure 6). Figure 7 presents a mixed response from the participants in the Roundtable. A majority of respondents was neutral to the statement that e-Learning might shift focus from traditional instruction to active learning. Figure 8 explicitly suggests that 41 percent of the participants in the roundtable agreed that e-learning would add to the capacity for producing globally competitive workforce . Figure 9 indicates that 39 percent of the respondents were neutral to the statement that e-Learning could empower learners to learn on their own. Responses in Figure 10 show that 41 percent of the respondents agreed with the statement that e-Learning could trigger educational reforms aimed at decentralization of education. Thirty-six percent of the respondents agreed with the statement that e-Learning could help Quality Assurance systems develop in the Arab World (Figure 11). Thirty-six percent of the respondents agreed with the statement that e-Learning will lead to creative and critical thinking (Figure 12). This is in line with the emerging wisdom related to e-Learning. A great argument in support of e-Learning is that it has the potential of making best use of ICTs. It was validated at the Roundtable (Figure 13). The lifelong learning model designed by HMBeU with passion and emphasis to promote e-Learning was also supported by a majority of participants in the Roundtable (Figure 14). In fact, the potential of e-Learning to facilitate lifelong learning for anyone in any part of the world can be considered a competitive advantage for e-Learning. The international dimension of e-Learning is shown in responses presented in Figure 15. Forty-one percent of the respondents agreed that e-Learning could lead to sharing of knowledge and resources in the Arab World. Figure 16 also shows that forty-one percent of respondents agreed that e-Learning will lead to international networking. It is common knowledge that the Arab World has witnessed rapid population growth in recent years. It calls for proliferation of educational institutions. Can e-Learning solve problems associated with demographic growth in the Arab World? The responses were mixed (Figure 17).

The contributions from the distinguished participants in the Roundtable have implications for policy directions in the Arab states. These directions are illuminating and could solve a large number of problems in the vital area of education.

Figure 5.e-Learning will enhance the current model of education provision in the Arab World by increasing access to education for all, anywhere, at any time

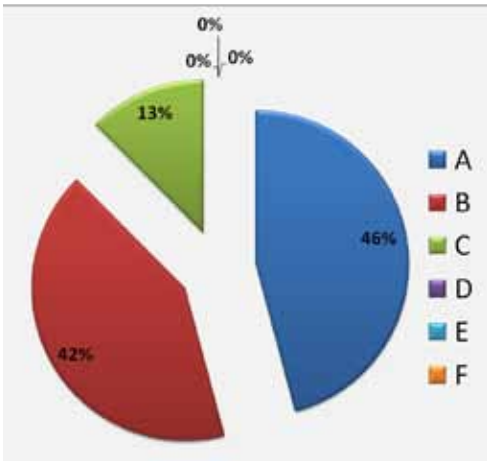


Figure 6.e-Learning will enhance the current model of education provision in the Arab World by supporting lifelong learning and blurring the borders between formal and non formal learning

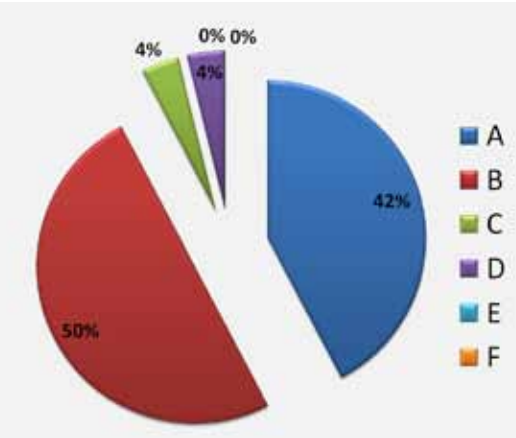


Figure 7.e-Learning will enhance the current model of education provision in the Arab World by shifting the focus from traditional instruction to active learning

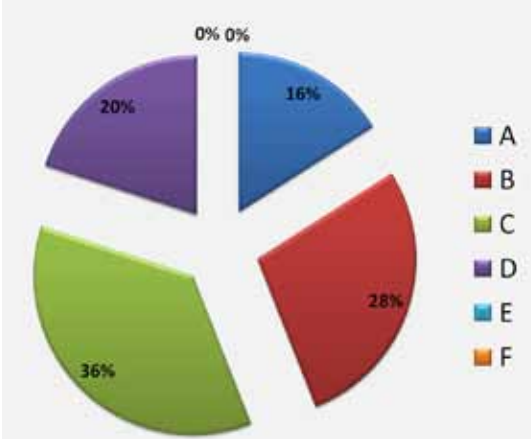


Figure 8.e-Learning will enhance the current model of education provision in the Arab World by building capacity for a global, competitive, future workforce

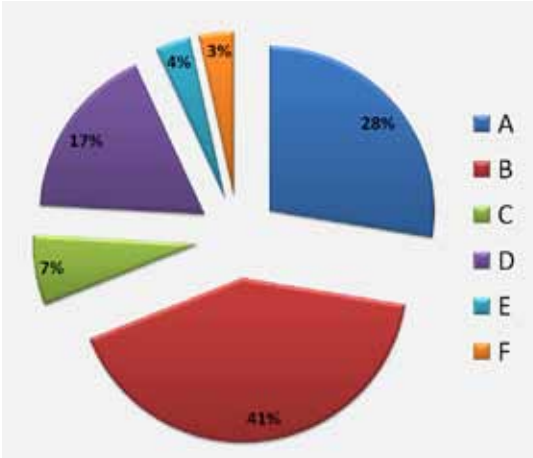


Figure 9.e-Learning will enhance the current model of education provision in the Arab World by empowering learners and teaching them how they learn

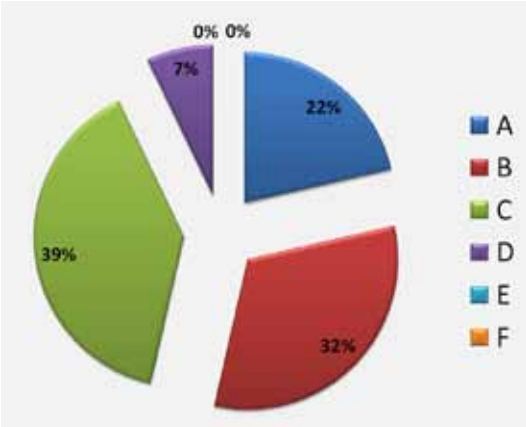


Figure 10.e-Learning will contribute to solve some problems related to education in the Arab World triggering educational reforms aimed at decentralizing education

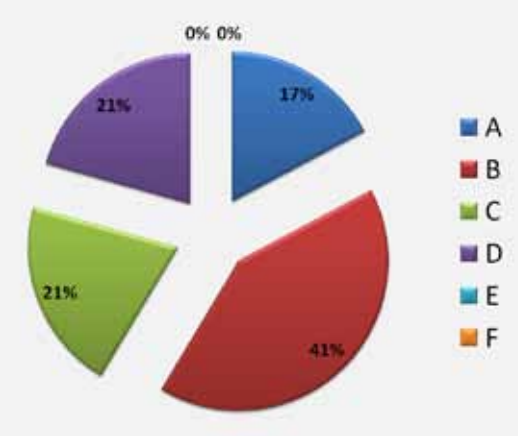


Figure 11.e-Learning will contribute to solve some problems related to education in the Arab World leading to the development of national and regional Quality Assurance systems, at all levels of education

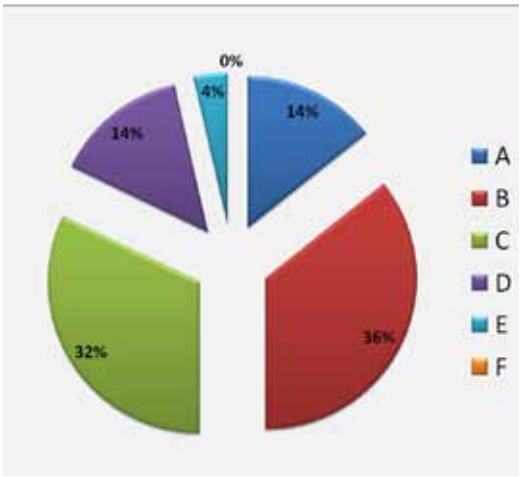


Figure 12.e-Learning will contribute to solve some problems related to education in the Arab World helping with the adoption and recognition of new forms of learning that foster autonomy, reflective, creative and critical thinking, and collaboration

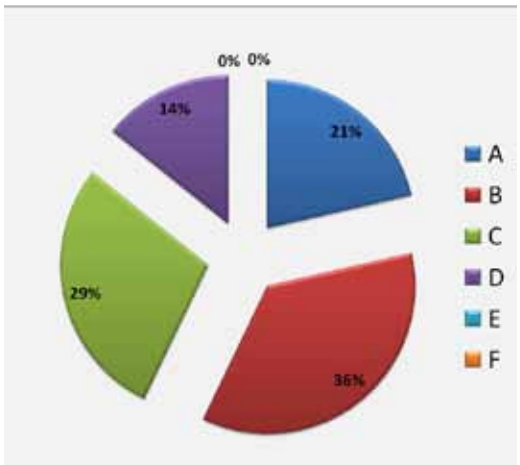


Figure 13.e-Learning will contribute to solve some problems related to education in the Arab World incorporating the latest information and communications technologies in education and training

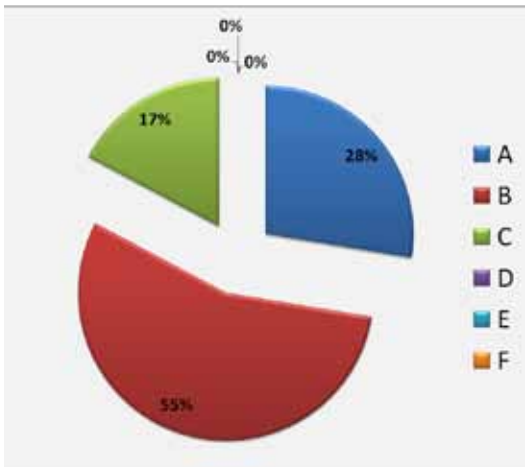


Figure 14.e-Learning will contribute to solve some problems related to education in the Arab World embracing a philosophy of lifelong learning

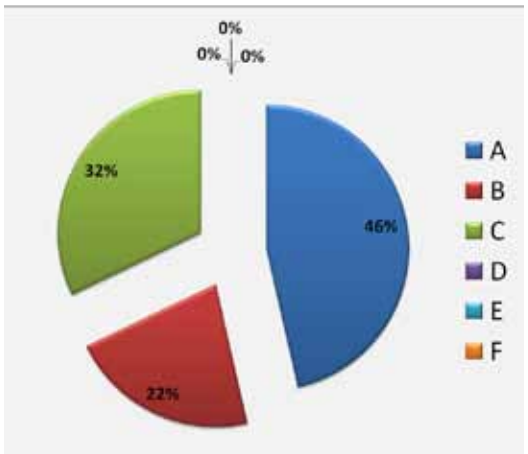


Figure 15.e-Learning will contribute to solve some problems related to education in the Arab World enhancing collaboration among Arab countries to share knowledge and educational resources

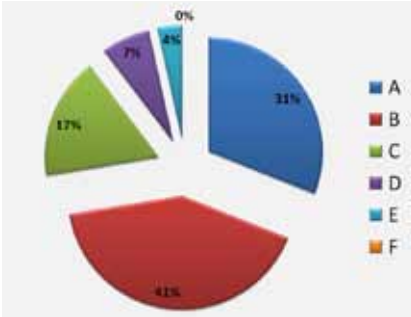


Figure 16.e-Learning will contribute to solve some problems related to education in the Arab World blurring national boundaries and promoting international networking and meaningful partnerships

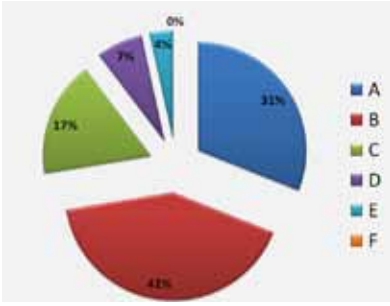
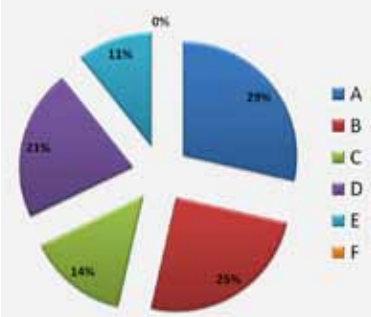


Figure 17.e-Learning will contribute to solve some problems related to education in the Arab World, resolving the problem of demographic growth and the need for more universities and schools



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