GCES

The Gulf Comparative Education Society

**SIXTH
ANNUAL GCES SYMPOSIUM**

**INCLUSION NOT EXCLUSION:
COMPARATIVE EDUCATIONAL PERSPECTIVES AT
THE HEART OF SUSTAINABLE DEVELOPMENT**

April 15-17, 2015

Middlesex University Dubai - Dubai, United Arab Emirates

Hosted and sponsored by

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Dear GCES Delegates,

It is a great pleasure to welcome you to Dubai, and particularly to Middlesex University, for the 6th Annual Gulf Comparative Education Society (GCES) Symposium. The Dubai campus is Middlesex University's oldest and largest overseas campus, and we are currently celebrating our 10th anniversary. We have over 2,500 students from around 90 countries studying a wide range of undergraduate and postgraduate programmes, including psychology, film, and international politics.

As the campus moves forward, the focus is very much on the development of our education programmes, at both undergraduate and master's levels. Our recently launched BA Honours in Early Childhood Studies is proving popular, and it is indicative of our commitment to education in the United Arab Emirates (UAE) and the region. Hosting the GCES Symposium allows us to further that commitment, and we are delighted to have the opportunity to welcome the GCES team to our campus for the next few days.

I am sure the GCES Symposium will be a great success, and I look forward to some lively debate during the event.

Best wishes,

Dr. Cedwyn Fernandes

Acting Director, Middlesex University Dubai

Welcome to the Gulf Comparative Education Society

On behalf of the Gulf Comparative Education Society (GCES), I would like to welcome all delegates to the 6th Annual GCES Symposium. Founded in 2008, the GCES is a non-governmental professional society that was formed to enable academic, professional, and educational discourse, from a comparative stance, with a focus on the Gulf region. The society aims to promote and develop collaborative and individual research activities that explore educational issues by hosting a series of academic events to address context-specific educational issues in the Gulf region; by connecting academics, researchers, policymakers, educators, and others; and by providing members with access to resources and research publications. In 2010 the GCES formally became a member of the World Council of Comparative Education Services.

The GCES has held five successful annual symposia in different Gulf Countries (United Arab Emirates, Bahrain, and Oman) and, this year, the 6th Annual Symposium is taking place at Middlesex University Dubai in the UAE. The theme of the 6th Annual Symposium is "Inclusion Not Exclusion: Comparative Educational Perspectives at the Heart of Sustainable Development." The theme draws upon concerns about the place of education in today's society and specifically reflects on the trends and developments within the Gulf region. The symposium will examine the role of education in national and international endeavours for social progress and focus on the sustainability of these education initiatives. It will also explore the growing pressure for wider inclusion in education, which has become central to policy and practice within the Gulf region. In bringing together academics, researchers, policymakers, and educators, the symposium will explore issues relating to identity, culture, early education, special education needs, teacher training, equality, and diversity.

This year's event was made possible with the support of Middlesex University Dubai and the continuous dedication and support of the Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research, which continues to play an important role in shaping educational policy in the UAE and the greater Gulf region. The Arab Open University of Kuwait has also been an instrumental supporter and sponsor of the symposium.

Thank you all for coming to our event. I am sure you will find the sessions we have planned for you informative, stimulating, and inspiring.

Dr. Kay Sanderson

GCES President

Campus Program Coordinator of Education, Middlesex University Dubai

Keynote Speaker

Louise Morley

Louise Morley is a professor of education and director of the Centre for Higher Education and Equity Research (CHEER) at the University of Sussex, United Kingdom. Louise has an international profile in the field of the sociology of gender in higher education and has made keynote conference presentations on five continents.

She is currently completing research on women and leadership in higher education in South Asia for the British Council and is about to commence work on a Marie Skłodowska-Curie-funded project, Higher Education Internationalisation and Mobility: Inclusions, Equalities, and Innovations (HEIM). Dr. Morley has also undertaken research for the Leadership Foundation for Higher Education on women and leadership for the ESRC/DFID on Widening Participation in Higher Education in Ghana and Tanzania and for the Carnegie Corporation of New York and the Department for International Development on Gender Equity in Commonwealth Universities. She has published widely in the field of higher education studies.

Dr. Morely is a Fellow of the Academy of Social Sciences; a Fellow of the Society for Research into Higher Education; a Senior Research Fellow with the Centre for Gender Excellence, University of Örebro, Sweden; and the 2013-2014 Inaugural Chair, Women's Leadership Centre, Universiti Kebangsaan, Malaysia.

Lost Leaders: Women in the Global Academy

The global academy is contradictorily constructed in terms of innovation and hyper-modernisation underpinned by the archaism of male-dominated leadership. The prestige economy and the arms race for positional advantage in global league tables seem to have excluded concerns about equality and diversity. Increasing numbers of women undergraduate students globally have not been accompanied by access to leadership and decision-making positions. The consequences of women's absences are constructed in economic terms (the business case and wasted talent), and in social justice terms (democratic deficit and distributive injustice), and in relation to the possible distortions and epistemic injustice when the knowledge economy is monopolised by the most privileged social groups.

This presentation will engage critically with the international literature, explanatory frameworks, and empirical data to examine why women are absent from leadership in the global academy. For example, who self-identifies, and is identified by existing power elites, as having leadership legitimacy? Is women's academic capital devalued and misrecognised in the knowledge economy? Do cultural scripts for leaders coalesce or collide with normative gender performances? Do decision-making and informal practices lack transparency and accountability and reproduce privilege, with dominant groups cloning themselves?

5

The presentation will also question how women are relating to leadership narratives and whether these are understood in terms of power, influence, and opportunity, or whether senior leadership represents loss, sacrifice, conflict, and unliveable lives in today's neo-liberalised and highly competitive global academy. There is a two-way gaze with women's being rejected but also rejecting leadership as a career path. Much of the global literature assumes that counting more women into existing systems, structures, and cultures is an unquestioned good and an indicator of vertical career success. There is scant discussion of women's refusal or resistance to enter leadership in highly performative neo-liberal workplace cultures. It is questionable whether leadership in today's managerialised global academy is a transformational opportunity and object of desire for academic women or whether it represents an affective and professional burden that many women are happy to forego.

Keynote Speaker

Jeremy Rappleye

Raised in California, completing his doctorate in Comparative Education at Oxford, and living in East Asia (Japan, China, Taiwan) for more than 10 years, Jeremy Rappleye's research centers on educational borrowing, particularly its theoretical, historical, and cross-cultural dimensions. His books include *Exploring Cross-National Attracting in Education* (2007), *Reimagining Japanese Education* (2011), and *Educational Policy Transfer in an Era of Globalization* (2012). Other works include a co-authored piece entitled "Between Faith and Science: World Culture Theory and Comparative Education," recently awarded the George Bereday Award (2013). Dr. Rappleye is currently an Associate Professor at Kyoto University and a member of the Hakubi Project. Living in Japan for more than seven years, he continues to remain enchanted by the ways that Japan borrows, adapts, and continually creates, all without losing sight of the deeper questions and with minimal global recognition. He urges all conference participants to visit "the island" at least once in their lives, stay long enough to go deeper, and yet also resist the temptation to "Orientalize" by making it the exotic "other" for one's own domestic political projects. For those who indeed do make it to Kyoto with an empty tea cup, Dr. Rappleye would welcome all visitors for that deeper conversation.

Values, Creativity, Borrowing, and the Comparative Education Menagerie: What sort of strange animal are you?

Comparative and international education is a field united by common concerns: improving schooling, transforming societies, expanding knowledge, and changing the world for the better. Yet, just beneath this common phylum, the field is home to a diversity of strange animals, each with different principles, paradigms, and projects. This address takes the audience on a brief tour

of the comparative education menagerie, providing a rare chance to closely study the four major types of fauna that define our field. In observing these beasts, the focus is the underlying values that each embody, showing how these values ultimately determine their territory, survival, and socialization strategies, as well as their ultimate destination. To more deeply understand distinct behavioral patterns, the tour illustrates with the perennial theme of educational borrowing. It shows how each of these animals differently accommodates the inherent and delicate tensions therein—from imitation and adaptation to appropriation and innovation and, occasionally, even to authentic creation. Concretely, it listens in on the shrill squeals of those like McKinsey and Company, moves onward to the genial grunts of overburdened critical scholars, then tunes in to the roars of renunciation of a new generation strengthened by post-modernist sensibilities. It ultimately arrives at the melodious, if muted, murmurs of the "master borrower" of Japan.

However, this investigation is not mere conceptual taxonomy but is instead much more: a deeply philosophical discussion of the ways these animals can potentially transform. Metamorphosis comes both through gaining deeper self-awareness of the values each of us embodies and the authenticity-cum-honesty to redefine ourselves. This keynote address is thus less an amateur zoology of the field and more a challenging call for contemplation and self-reflection. What sort of strange animal are you? Why do you attend conferences in comparative and international education? What sort of beast is comparative education in the "leading" societies of North America and Europe? What sort of strange animal is it in the Gulf region after six years of work? In our shared attempts to change the world for the better, which is the most critical object for transformation: schools, society, knowledge, or ourselves?

Guest Speakers
Leigh Llewellyn Graham

Leigh Llewellyn Graham is an anthropologist interested in education as cultural practice. She holds master's degrees in Islam and Muslim–Christian relations from Georgetown University and in international education development from Teachers College, Columbia University. In May 2014, she completed her PhD in anthropology and education at Columbia University. She specializes in ethnographic research methods and comparative education policy.

Dr. Graham's work examines social transformation at the confluence of technological innovation, economic development, and political change in comparative global contexts. From 2010-2011, she taught at a private women's university in Jeddah while conducting a multi-sited ethnographic study of online education, cybercultures bodies, and the networked lives of university women in Saudi Arabia. Critical approaches to division of labor and politics of the body undergird her thinking about power relations and cultural (re)production in the digital age.

Her current publications and projects look at peer-to-peer teaching and learning on the internet, citizen discourse about law and policy via social media, and links between autodidacticism and entrepreneurship.

She is currently based at the Max Planck Institute for Social Anthropology, Department of Law and Anthropology, where she is conducting research on higher education policy, technological innovation, and social mobility in the Arab Gulf.

Cupcakes and Fighter Jets, From the Kitchen to the Sky: A Comparative Policy Analysis of Women's Education and Employment Practices in Saudi Arabia and the United Arab Emirates

This paper offers a comparative historical analysis of women's education and employment policies and practices in Saudi Arabia and the United Arab Emirates. It also addresses global perceptions of women's inclusion and exclusion by asking: How are women included and excluded at the policy and practice levels in GCC societies?

Subtle suggestions and overt acts of inclusivity and exclusivity are ever present in policies that govern political imaginations, economic realities, and aspects of our personal lives. Looking at social inequality and social change, it is essential to identify trends at the policy level.

I initially compare policy documents using critical discourse analysis. I then introduce external voices whose work looks at human rights issues through the lens of Muslim women's worlds. I put Lila Abu-Lughod and Nicholas Kristof in dialogue to illustrate the range of global perceptions about inclusion and exclusion in the Muslim world. Abu-Lughod's "Do Muslim Women Need Saving?" is countervoice to Kristof's "Half the Sky: Turning Oppression into Opportunity for Women Worldwide."

Finally, I move discussion to the intimate individual level and introduce two women who recently became role models in their respective GCC societies and the broader global community:

1. the entrepreneur who, in 2010, founded Yummy Tummy concept café in Saudi Arabia, and

2. the pilot who flew F-16s for the UAE in airstrikes against ISIS in 2014.

I discuss the role of social media in spreading these women's narratives and sparking local and global discussion and debate about inclusivity and exclusion in GCC societies.

I reference Abu-Lughod and Kristof and highlight stories of local women to argue the importance of ethnographic research combining policy analysis and personal narratives. This paper is relevant to the GCC as it advocates broader dissemination of local policy research to inform global understandings of challenges and opportunities in GCC societies.

David Keane

David Keane is Senior Lecturer in law at Middlesex University. He holds a BCL (law and French) from University College Cork, Ireland, and an LLM and PhD from the Irish Centre for Human Rights, National University of Ireland, Galway. He was awarded a Government of Ireland scholarship for his doctoral thesis, subsequently published as a book entitled *Caste-Based Discrimination in International Human Rights Law* (Ashgate, 2007). This book won the Hart Book Prize for early career scholars in 2008, and was cited by the U.K. Supreme Court in its first ever decision *(Regina (E) v Governing Body of JFS and another* [2009] UKSC 15). He has subsequently published a co-authored book *(Minority Rights in the Pacific,* Oxford University Press, 2009), a co-edited book collection *(The Challenge of Human Rights,* Elgar, 2012), as well as a wide range of articles on a variety of legal topics mainly in the area of international human rights law in journals such as *Human Rights Quarterly* and the *Oxford Journal of Legal Studies*. He is presently Programme Leader for the LLB at Middlesex University.

Education in the UAE and the Relevance of International Human Rights Law

The paper will analyze the education elements that emerge in the UAE's engagement with international human rights law and the United Nations (UN) treaty bodies. The UAE has ratified five international human rights treaties, with three of these of particular importance to education. The Convention on the Rights of the Child has express provisions on education, including the right of the child to education in Article 28. The Convention on the Elimination of Discrimination Against Women contains obligations around education in Article 10. The Convention on the Rights of Persons with Disabilities recognises the right of persons with disabilities to education in Article 24, as well as steps for the realisation of this right. More tangentially, the International Convention on the Elimination of All Forms of Racial Discrimination has aspects that relate to education, but there is not the same emphasis, with no stand-alone provision. The Convention Against Torture has just one reference to education in the context of training of law enforcement agents.

In terms of monitoring, the UAE's engagement with international human rights law is still in its early stages. It has come before three treaty-monitoring bodies, the Committee on the Rights of the Child (CRC, 2002), the Committee on the Elimination of Racial Discrimination (CERD, 2009), and the Committee on the Elimination of Discrimination Against Women (CEDAW, 2010). Of these, CRC and CEDAW gave substantive recommendations around education. Although amounting to just a few paragraphs in total, such Concluding Observations are by their nature exhortatory and relatively brief. The primary aim of treaty bodies is to generate an evolving dialogue with states parties in their respective spheres. The paper will examine these treaty body recommendations and relate them to existing literature on education in the UAE. It will discuss prospects for further dialogue between the UAE and the UN treaty bodies, including a future initial report to the Committee on the Rights of Persons with Disabilities, and suggest pathways towards increased dialogue and a rights-based approach to education in the UAE.

GCES 2015 Symposium Program
Inclusion Not Exclusion: Comparative Educational Perspectives at the Heart of Sustainable Development

Pre-Conference Workshops
Day One: Wednesday, April 15, 2015

12:30-13:00	Registration Open	Room 020
13:00-14:15	**Workshop 1.1: A Shift Towards a More Inclusive Culture: A School-Based Case Study for Change** **Andrew Westerman,** Ebdaah	Breakout Room 1
13:00-14:15	**Workshop 1.2: (in Arabic)** مهارات التعلم النشط في ضوء تحديات القرن الحادي والعشرين **Ali bin Said Al Matari,** Ministry of Education, Oman	Breakout Room 2
14:15-14:30	**Coffee Break**	Room 020
14:30-15:45	**Workshop 2.1: Understanding the Dynamics of Inclusion and Exclusion Through the Lens of Identity and Culture** **Meenakshi Chhabra**, Lesley University	Breakout Room 1
14:30-15:45	**Workshop 2.2: Inclusion Through Active Responding in the Classroom** **Michelle Kelly**, Emirates College for Advanced Education	Breakout Room 2
15:45-16:00	**Coffee Break**	Room 020
16:00-17:00	**Workshop 3: Increasing Student Achievement Through Low-Tech, Easy-to-Implement, Research-Based Strategies** **Suha M. Al Hassan,** Emirates College for Advanced Education **Mary Lynn Woolsey**, Emirates College for Advanced Education	Main Hall

Day Two: Thursday, April 16, 2015

8:00-8:50	Registration Open	Room 020
8:50-9:00	**Welcome to Dubai** **Dr. Cedwyn Fernandes,** Acting Director, Middlesex University Dubai	Main Hall
9:00-9:10	**Introduction to GCES** **Kay Sanderson,** GCES President; Program Coordinator MA Education and PCGEHE Senior Lecturer, Middlesex University Dubai	Main Hall
9:10-10:10	**Keynote 1: Lost Leaders: Women in the Global Academy** Chair, **Kay Sanderson** **Louise Morley,** Professor of Education and Director of Centre for Higher Education and Equity Research (CHEER), University of Sussex	Main Hall
10:10-10:30	**Coffee Break**	Room 020

10:30-11:45	**Breakout Session 1.1: Exploring Education in Saudi Arabia** Chair, **David Jones** **Leigh Llewellyn Graham,** Max Planck Institute for Social Anthropology *Cupcakes and Fighter Jets, From the Kitchen to the Sky: A Comparative Policy Analysis of Women's Education and Employment Practices in Saudi Arabia and the United Arab Emirates* **Woohyang Sim,** Waseda University *Youth's Desire for Education, The Foundation of the Breathtaking Development of Higher Education in Saudi Arabia—Based on Awareness Survey to Its Youth* **Ahmed El Zeki,** King Faisal University and Damietta University **Waheed Hammad,** King Faisal University *Teacher Leadership: Toward More Inclusive School Leadership in Saudi Arabia* **Namie Tsujigami,** University of Tokyo **Wafaa Al Twaijri,** Al Imam Muhammad Ibn Saud Islamic University *Challenges Facing the Academic Leaders in Saudi Arabia and Japanese Universities (A Comparative Study)*	Breakout Room 1
10:30-11:45	**Breakout Session 1.2: Education at the Margins: Facilitating Meaningful Inclusion for All Children** Chair, **Samar Farah** **Kay Sanderson,** Middlesex University Dubai **Pat Preedy,** Education Consultant *A Childhood Lost: Children in the 21st Century* **Dania Wattar,** Abu Dhabi Education Council *Abu Dhabi Education Council's Regulatory Framework and the Integration of Special Needs Students* **Lilly Tennant,** Emirates College for Advanced Education *The Role of Special Needs Centers in Facilitating Inclusive Education in Abu Dhabi Emirate* **Matthew Thomas,** University of Wisconsin–La Crosse *Comparing Education with Educators: Exploring the Utility and Sustainability of Comparative Education Coursework for Future Teachers*	Breakout Room 2
10:30-11:45	**Workshop 4: Equipping Schools to Deliver Inclusive Education** **Chris Huntley,** Ebdaah	Breakout Room 3

11:45-13:00	**Breakout Session 2.1: Higher education in the MENA Region: For Whom?** Chair, **Georgia Daleure** **Shahria El Alfy,** University of Modern Sciences **Solomon Arulraj David,** British University in Dubai *Investigating Organizational Justice and Outcomes in Higher Education* **Lee Rensimer,** University of Wisconsin–Madison *International Higher Education for Whom? A Closer Look at Internationalization, Marketing Practices, and Opportunity Structures in the UAE's Northern Emirates* **Solomon Arulraj David,** British University in Dubai **Hanan Taleb,** British University in Dubai *Understanding the Dynamics of Internationalization of Higher Education in the Arabian Gulf Region: Learning Mobility Among Arabian Gulf Countries* **Candy McLeod,** Higher Colleges of Technology **Aleya James,** Higher Colleges of Technology *The Ethics of Gender-Related Research in United Arab Emirates Higher Education: A Critical Study* **Ranjit Gajendra,** University of Melbourne *Leading and Managing Transnational Collaboration in Higher Education for Inclusivity and Internationalization*	Breakout Room 1
11:45-13:00	**Breakout Session 2.2: Student and Teacher Learning and the Role of School Leadership** Chair, **Mick King** **Shaikha Al Shehhi,** American University of Ras Al Khaimah *What is the Effect of the Classroom Learning Environment on Students' Performance?* **Veena Raigangar,** University of Sharjah *Teaching "Cultural Intelligence" to Health Sciences Students* **Fouad El Karnichi,** Sherbrooke University *Exploring Fundamental Issues in Translator Education Programs at Gulf-Based Universities: The Case of Oman* **Justina Osa,** American University of Ras Al Khaimah *Sustainable Development in the Gulf Region, Especially in the United Arab Emirates: The Instructional Leadership Role of School Leaders*	Breakout Room 2
11:45-13:00	**Workshop 5: Designing Educational Research that Matters for Decision Makers** **Sonia Ben Jaafar,** EduEval Educational Consultancy	Breakout Room 3
13:00-14:15	**Lunch**	Food Court

14:15-15:15	**Keynote 2: Values, Creativity, Borrowing, and the Comparative Education Menagerie: What Sort of Strange Animal Are You?** Chair, **Natasha Ridge** **Jeremy Rappleye,** Associate Professor, Kyoto University; Member of the Hakubi Project	Main Hall
15:15-16:30	***Breakout Session 3.1: The Case Study as a Method: Education Cases from Iran and the GCC*** Chair, **Daniel Kratochvil** **Mohammad Hassan Khani,** Imam Sadiq University *Sustainable Development Through Innovation in Academic Education: Interdisciplinary Programs in Classic Humanities and Islamic Studies, A Case Study of Imam Sadiq University, Iran* **Reham Zahran,** American University of Ras Al Khaimah *English as a Foreign Language (EFL) School Reform: Ras Al Khaimah Academy* **Aswan Hamza,** University of Aden *Dimensions of Crisis Within Scientific Research in Yemen: A Case Study* **Abdelrazak El Sagheer,** Majmaah University *GCC Students' Involvement at the University of Florida*	Breakout Room 1
15:15-16:30	**Breakout Session 3.2: Teachers, School Leadership, and Students** Chair, **Soha Shami** **Cambria Russell,** American University of Ras Al Khaimah *Taking a Life-Course Approach to Dropping Out of School in the United Arab Emirates* **Rabaa Al Sumaiti,** Knowledge and Human Development Authority *The Effect of Improved Reading Literacy on Mathematics and Science Achievement in Dubai* **Jase Moussa-Inaty,** Zayed University *I Think I Prefer to See a Face* **Ali bin Said Al Matari,** Ministry of Education, Oman *Evaluating a Mathematics Training Program and its Relationship to Student Visual Thinking and Attitudes (in Arabic)*	Breakout Room 2
15:15-16:30	**Breakout Session 3.3: New Scholars' Research** Chair, **Susan Kippels** **Shaikha Al Tenaiji,** American University of Ras Al Khaimah *Reforming the Physical Education Curriculum Content and Delivery Methodology to Improve Inclusion and Lifestyle: A Proposal* **Tanya Budler,** Dartmouth College *Keeping the Wheel Moving: The Role of Education in Oman* **Asma Abdulla Al Blooshi,** American University of Ras Al Khaimah *Tracks of Choice* **Noora Abdulla Al Blooshi,** American University of Ras Al Khaimah *Project-Based Assessment*	Breakout Room 3

	Workshop 6: The Practice of Positive Education and Positive Psychology: Why It Matters for GCC Education More Than Ever **Louise Lambert,** Canadian University **Radhika Punshi,** The Talent Enterprise	Breakout Room 4
16:30	**End**	

Day Three: Friday, April 17, 2015		
8:50-10:05	**Featured Panel: Perspectives on Inclusion in Education** Chair, **Abdullah Alajmi** **David Keane,** Middlesex University Dubai *Education in the United Arab Emirates and the Relevance of International Human Rights Law* **Lydia Barza,** Zayed University **Angela Ward,** Zayed University *Perspectives on Inclusive Education in the United Arab Emirates* **Antionette Brown,** Middlesex University Dubai **Sabiha Aziz,** Middlesex University Dubai *Inclusion Not Exclusion: Comparative Educational Perspectives at the Heart of Sustainable Development* **Georgia Daleure,** Higher Colleges of Technology *Whom Are We Trying to Include? Eight Year Demographic Study Reveals Traits of Transitioning Young Emirati Adults in a Rapidly Developing Society*	Main Hall
10:05-10:20	**Coffee Break**	Room 020
10:20-11:35	**Breakout Session 4.1: The Role of Language in Facilitating or Preventing Inclusion** Chair, **Leigh Graham** **Mick King,** Middlesex University Dubai *When Inclusion Policy Inadvertently Excludes: The Case for a Bilingual Approach in United Arab Emirates Federal Tertiary Education* **Zeineb Al Hilali,** University of Exeter *Attitudes Toward Arabic as a First Language Among Arab University Students* **Ghadah Al Murshidi,** United Arab Emirates University *Male Emirati Students' Perceptions of Learning English Through the Videotaped Story Workshop Method* **Melanie Gobert,** Higher Colleges of Technology **Helene Demirci,** Higher Colleges of Technology *Applying an L1 English Reading Motivational Framework in an L2 English Environment* **Naif Al Thobaiti,** Taif University *EFL Teaching Staff's Professional Development: A Real Need or an Extra Load?*	Breakout Room 1

14

10:20-11:35	**Breakout Session 4.2: Private Education, Global Development Agendas, and Evaluations** Chair, **Lee Rensimer** **Soha Shami,** Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research *Private Education in the Absence of a Public Option: The Cases of the United Arab Emirates and Qatar* **Nagwa Megahed,** American University in Cairo *Regional Comparison of the Status of Education and Gender Equality Across Arab Countries in the Context of Post-2015 Global Development Agenda* **Matthew Robby,** Higher Colleges of Technology **Christina Gitsaki,** Zayed University *Implementing Culturally Responsive Evaluation Practices* **Salah Emara,** Bahrain Training Institute **Faten Abdel-Hameed,** Bahrain Teachers College **Suad Z. Al Naser,** University College of Bahrain *Exploring the Major Elements of Job Satisfaction of Administrative Staff at Kuwait University*	Breakout Room 2
10:20-11:35	**Breakout Session 4.3: Education, the Labor Market, and Inclusion in the Arab World** Chair, **Cambria Russell** **David Jones,** The Talent Enterprise **Namrata Budhraja,** The Talent Enterprise *A Comparative Analysis of Career Readiness and Career Guidance Trends from the GCC, United Kingdom, India, Australia, and China* **Georgia Daleure,** Higher Colleges of Technology *Holistic Sustainability Practices Identified as Essential to Private Sector Emiratization: Including not Excluding Emiratis in the Benefits of the Vibrant United Arab Emirates Economy* **Rosalind Irving,** Higher Colleges of Technology *Workfare and Welfare: Comparing Higher Education Policy Motivations in England and the United Arab Emirates* **Basma Abdelgafar,** Reach Out To Asia, Qatar Foundation **Esker Copeland,** Reach Out To Asia, Qatar Foundation *Reach Out To Asia: The Contribution of Youth Volunteerism and Community Service to Inclusive Development* **Radhika Punshi,** The Talent Enterprise **Marcia Von Berg,** The Talent Enterprise **Gauri Gupta,** The Talent Enterprise *A Strengths-Based Approach to Enhancing Youth Motivation and Employability: Research and Practice from the GCC*	Breakout Room 3

10:20-11:35	**Breakout Session 4.4: The Potential and Pitfalls of Technology and Education** Chair, **Matthew Thomas** **Tania Gupta,** Independent *Arabic Language Preservation and Teaching in International Schools: Considering the Efficacy of Digital Language Learning* **Ursula Walsh,** Zayed University *Additional Mobile Learning in an Inclusive University Setting* **Samar Farah,** Teachers College, Columbia University *Education Policymaking in Resource-Rich and Resource-Poor Countries: A Comparison of the United Arab Emirates and Jordan* **Tayyab Zaidi,** University of Wisconsin–Madison *The Smart Learning Initiative and the Minefield of Digital Utopia*	Breakout Room 4
11:35-11:45	**Concluding Remarks** Abdullah Alajmi, GCES Vice President and incoming President; Assistant Director for Academic Affairs, Arab Open University–Kuwait	Main Hall
11:45	**End**	

16

DAY 1 WORKSHOPS

WORKSHOP 1.1

A SHIFT TOWARDS A MORE INCLUSIVE CULTURE: A SCHOOL-BASED CASE STUDY FOR CHANGE

Andrew Westerman

Summary: This workshop will consider what is necessary to help improvements take place in a managed and effective way, with a specific focus on improving outcomes for vulnerable young people.

Content:

1. What are the features of successful change management? The workshop will take a look at some of the factors that need to be taken into account if change is to be successfully implemented, including promoting a distributive leadership, and having an agreed process for managing change.

2. The importance of addressing political, emotional and rational issues to maximize the chances of successful implementation will also be covered.

3. The different stages of change will be examined to help guide the participants from initial conception through to implementation of a project.

4. A means of evaluating impact will be studied in order to monitor the effectiveness of any changes, including the importance of base-lining and clarity of metrics to track outcomes.

5. All of the above will be illustrated by reference to the introduction of the multi-agency Child and Adolescent Mental Health Services (CAMHS) within a school. As well as the statutory services involved in developing CAMHS, as a result of the needs analysis, the school also introduced a range of processes and services for learners.

Andrew Westerman is Director of Education and Training at Ebdaah.

مهارات التعلم النشط في ضوء تحديات القرن الحادي والعشرين

(In Arabic)

Ali bin Said l Matari

لقــد بينــت الأبحــاث مؤخــراً بــأن طريقــة المحاضــرة التقليديــة التــي يقــدم فيــه المعلــم المعــارف ويســتمع المتعلمــون مــن خلالهــا إلــى مــا يقــول المعلــم هــي الســائدة ، ولذلــك ظهــرت دعــوات متكــررة إلــى تطويــر طــرق تدريــس تشــرك المتعلــم فــي تعلمــه، مــن هنــا ظهــرت الحاجــة إلــى التعلــم النشــط ، ويعــرف (لورنــزن ,2006 Lorenzen) التعلم النشط بأنه : " هـو نمـط مـن التدريـس يعتمـد علـى النشـاط الذاتـي والمشـاركة الإيجابيـة مـن خلالهـا يقـوم بالبحـث مسـتخدماً مجموعـة مـن الأنشـطة والعمليـات العلميـة كالملاحظـة ووضـع الفـروض والقيـاس وقـراءة البيانـات والاسـتنتاج مـن أجـل التوصـل إلـى المعلومـات المطلوبـة بنفسـه وتحـت إشـراف المعلـم وتوجيهـه وتقويمـه تشـير الدلائـل إلـى أن التعلـم النشـط يجعـل الطلبـة قادريـن علـى اكتسـاب مهـارات معينـة ومعـارف، واتجاهـات محـددة وهـو تعليـم يسـتمتع بـه المتعلـم فــي اسـتغراق واندمـاج وهـو بذلـك يحـول العمليـة التعليميـة إلـى شـراكة ممتعـة بيـن المعلـم والمتعلـم.

يتضـح مـن التعاريـف السـابقة بـأن غايـة التعلـم النشـط هـي مسـاعدة المتعلـم فـي اكتسـاب مجموعـة مـن المعـارف والمهـارات والاتجاهـات، وتطويـر مجموعـة مـن اسـتراتيجيات التعلـم التـي تمكنـه مـن حـل مشـكلاته الحياتيـة وتحمـل مسـؤولية تعلمـه، والتعلـم باسـتقلالية مـدى الحيـاة،وكذلـك مسـاعدته فـي الانطـلاق مـن التعلـم إلـى خـارج حـدود المدرسـة التقليديـة للاسـتفادة مـن الحيـاة كمسـرح للتعلم(عـواد وزامـل،٢٠١٠).

أن أهـم أهـداف التعلـم النشـط تتمثـل فـي :اكتسـاب المتعلميـن مهـارات التفكيـر العليـا (التحليـل التركيـب التقويـم) ومهـارات حـل المشـكلات وتمكينهـم مـن تطبيقهـا فـي التعلـم وفـي الحيـاة.

ومـن مبـادئ التعلـم النشـط:- يشـجع التفاعـل بيـن المتعلـم والمتعلمين..يقـدم تغذيـة راجعـة سـريعة. الممارسـات التدريسـية النشـطة التـي توفـر وقتـاً كافيـاً للتعلـم) زمـن + جهـد = تعلـم).

دور المعلـم فـي التعلـم النشـط: يشـجع الطـلاب ومسـاعدتهم علـى التعلـم، وإيجـاد التـوازن بيـن الأنشـطة التعليميـة الفرديـة والجماعيـة، دور الطالـب فـي التعلـم النشـط: يشـارك فـي تصميـم التعلـم . يمـارس التفكيـر والتحليـل فـي حـل المشـكلات التـي تواجهـه

محاور الورشة:-
مهارات التعلم النشط.

تطور مفهوم التعلم النشط.

أهداف التعلم النشط.

مبادئ التعلم النشط.

دور كلا من المعلم والطالب في التعلم النشط.

معوقات التعلم النشط.

تصميم خطة لدرس بالتعلم النشط.

عرض نموذج لقياس مهارات التعلم النشط لدى المعلم.

عـرض نمـوذج تطبيقـي علـى توظيـف التعلـم النشـط فـي العمليـة التعليميـة(فيديـو) لحصـة منفـذة بمدرسـة المتنبـي التـي ينتمـي إليهـا الباحـث..

Ali bin Said Al Matari is a mathematics teacher at Mutanabi Boys' School for grades 11 and 12 in Oman.

UNDERSTANDING THE DYNAMICS OF INCLUSION AND EXCLUSION THROUGH THE LENS OF IDENTITY AND CULTURE

Meenakshi Chhabra

In this workshop participants will engage in an interactive session to understand the interplay between group identities and issues of exclusion and inclusion and learn strategies to address exclusion.

Through a reading, role play and discussion activities participants will have an opportunity to deliberate on questions of human behavior in changing contexts, for e.g., How does our identity shape our feelings and behavior of hatred, indifference or denial as well as caring and compassion towards others? Why do we include some and exclude others? How do we respond to difference? How do we deal with exclusion? Participants will be encouraged to reflect on their own moral compass and relationship to their communities. In addition, through a hands-on approach, the workshop will also introduce the participants to innovative discussion strategies to establish in their respective contexts, an atmosphere of trust, safety and inclusion, where everyone can truly talk and listen to each other and meaningfully participate in conversations on sensitive topics.

Meenakshi Chhabra is Associate Professor, Division of Interdisciplinary Studies, at Lesley University.

INCLUSION THROUGH ACTIVE RESPONDING IN THE CLASSROOM

Michelle Kelly

The main objective of the workshop is that attendees learn to implement specific and practical teaching strategies that promote effective inclusion of students with special needs into the general classroom.

This workshop will be a practical overview of four strategies that will aid inclusion efforts in the classroom for students with special needs. The four strategies include choral responding, group contingencies, response cards and SAFMEDS (Say All Fast Minute Every Day Shuffled). All four strategies have their roots in the science of behavior and specifically, Applied Behavior Analysis (ABA). For each strategy, the presenter will introduce the workshop attendees to the strategy, and will then show a video of the strategy being used in the classroom/home with a student(s). Attendees will also be encouraged to practice the strategy in small groups.

Michelle Kelly works at the Health and Special Education Division at Emirates College for Advanced Education.

INCREASING STUDENT ACHIEVEMENT THROUGH LOW-TECH, EASY-TO-IMPLEMENT, RESEARCH-BASED STRATEGIES

Suha M. Al Hassan & Mary Lynn Woolsey

Students who spend more time learning are more likely to achieve at higher levels (Bloom, 1984). Frequent interruptions in classes can affect the time students are able to spend engaged in work with academic material. This workshop will provide attendees with two research-based strategies: one is designed to help students manage their own behaviors (Chime CD) and the second provides teachers with a structure for students to engage peer practice (Classwide Peer Tutoring). To increase participant confidence, each attendee will leave the workshop with a Chime CD, an example Peer Tutoring folder and instructions for implementation for both strategies.

The Chime CD delivers a C-chord note at random intervals between 2 – 10 minutes. If a student is on task at the time, (doing what is expected by the teacher), the student ticks a box for on-task behaviors. onversely, if a student is not on task, the off-task box is ticked. This self-monitoring strategy is useful in helping students recognize their own use of time and the attention they are paying to the teacher and the and attention.Classwide Peer Tutoring provides students with structured guided practice in pairs. It is a useful strategy for practicing material they are learning including spelling words, math facts, social studies or science facts. Materials include file folders, small envelopes that hold the flash cards, and a score sheet. Pairing the Chime CD with Classwide Peer Tutoring will provide teachers with two research-based strategies that are designed to increase student achievement. These low-tech strategies can be implemented with little drain on resources yet with a high level of confidence that students will be able to focus on the task at hand by reducing inappropriate behaviors.

Suha M. Al Hassan is an Associate Professor at Emirates College for Advanced Education.

Mary Lynn Woolsey is the Director of the Centre for Educational Policy and Practice at Emirates College for Advanced Education.

DAY 2 SPEAKER ABSTRACTS & WORKSHOPS

BREAKOUT SESSION 1.1: **EXPLORING EDUCATION IN SAUDI ARABIA**

YOUTHS' DESIRE FOR EDUCATION, THE FOUNDATION OF THE BREATHTAKING DEVELOPMENT OF HIGHER EDUCATION IN SAUDI ARABIA—BASED ON AWARENESS SURVEY TO ITS YOUTH

Woohyang Sim

Higher education in Saudi Arabia has garnered immense praise for its rapid expansions and developments in both quantity and quality. All of the private universities and 16 of the public universities have been established in last decade. Moreover, Saudi Arabian universities are achieving a respectable position in international universities ranking by focusing on increasing quality assurance. In response to this, the tertiary school enrolment in Saudi Arabia is rapidly rising. These achievements can be explained through the changes in educational policies. However, studies regarding youth's awareness are scarce, which is needed to explain the supply-demand relation in the higher education of Saudi Arabia.

The purpose of this study is to clarify the expansion of higher education from the perspective of the Saudi Arabian youths through an awareness survey conducted between the 19th of July to the 13th of October 2013. Data collected from 316 respondents was analysed by using SPSS.

The results of the analysis shows that Saudi Arabian youth have a strong desire for education. Matriculating at universities is common sense and the demand level of an advanced degree is on the rise. Moreover, the desire for education has an effect on their children as well. This desire can be explained by the needs of higher education to increase employability.

As a conclusion, the expansion and development of Saudi Arabian higher education can not only be explained by the increasing of quantities and qualities, but also by the youths needs for achieving a higher level of education.

Woohyang Sim *is a PhD candidate at Waseda University.*

TEACHER LEADERSHIP: TOWARD MORE INCLUSIVE SCHOOL LEADERSHIP IN SAUDI ARABIA

Ahmed El Zeki & Waheed Hammad

Over the past few decades researchers in the field of educational management and leadership have been searching for innovative, non-traditional styles of educational leadership that are more responsive to the challenges facing educational systems at present. Their efforts have particularly focused on how to promote democracy

in educational institutions and make leadership more inclusive. Teacher leadership has been proposed as a means of achieving this goal. It is based on the assumption that school leadership should not be placed just in the hands of a few formal leaders such as school principals and vice principals, excluding everybody else especially teachers, who have the full right, responsibility and capability to be leaders.

The field of teacher leadership is under-researched in the Arab educational context in general, and in Saudi Arabia in particular. This paucity of research is coincident with findings from previous studies indicating a lack of teacher participation in school leadership, as schools are almost led by principals in Saudi Arabia for some cultural and practical reasons. This paper seeks to explore the notion of teacher leadership in the Saudi context and propose some suggestions on how to implement it in Saudi schools as a means of including more teachers in school leadership processes.

Ahmed El Zeki is an Associate Professor in the College of Education at King Faisal University and Damietta University.

Waheed Hammad is an Assistant Professor at King Faisal University.

CHALLENGES FACING THE ACADEMIC LEADERS IN SAUDI ARABIA AND JAPANESE UNIVERSITIES
(A COMPARATIVE STUDY)

Namie Tsujigami & Wafaa Al Twaijri

This study aims at exploring the challenges and problems that Saudi and Japanese female researchers in leading positions face through quantitative research conducted both in Saudi Arabia and in Japan.

Although the share of female researchers are different (38.9 percent for Saudi Arabia, and 14.4 percent for Japan), we should closely look at the factors that prevents women in the leading positions. Abu Kdhair (2013) argues that Saudi female researchers face (1) organizational, (2) financial and technical, (3) empowerment-related, (4) cultural, and (5) personal problems in taking leading positions in universities. And in our ongoing research being conducted in Japan, it is clarified that Japanese female researchers face similar challenges. The study tries to analyze and understand precise reasons for the challenges in both countries, based on quantitative questionnaire sheets. The questionnaire examines which challenges women face; structural/organizational, social/cultural, familial and personal factors, by asking (1) structural/organizational, (2) level of women's empowerment, (3) cultural, (4) personal, and financial challenges for female researchers.

Namie Tsujigami is a Project Associate Professor at The University of Tokyo.

Wafaa Al Twaijri is a Saudi academic working at Al Imam Muhammad Ibn Saud Islamic University.

A Childhood Lost: Children in the 21st Century

Kay Sanderson & Pat Preedy

This presentation explores the meaning of childhood within the realms of play and attachment, drawing upon the work of Bowlby, Athey, Hattie, Deforges and Brown who are key theorists in this field. We examine why play in childhood is such a powerful medium to foster independence, communication and confidence which are the essential elements for pre-school children. Do children still play? What do they play with? Where do they play? How does digital media fit in to the picture? Are children connected or disconnected? What happens if play is missing and childhood is lost? What do children really need in order to secure personal and academic success in the future?

The presentation will also provide a brief overview of a pilot research study entitled; 'Parents as Play Partners, a fun way to enhance children's learning and development' in order to highlight how schema based play can positively impact attachment and a child's learning and development. The aim of this research study was to provide families with a way to engage and develop attachment with their children through schema-based play using low cost and natural resources. The results are powerful and could prove useful to governments and providers of early years' education, as well as parents and practitioners in this field.

Kay Sanderson is the Campus Programme Coordinator for Education at Middlesex University Dubai.

Pat Preedy is an education consultant for Curtin University, Durham University, and GEMS Education.

ABU DHABI EDUCATION COUNCIL'S REGULATORY FRAMEWORK AND THE INTEGRATION OF SPECIAL NEEDS STUDENTS

Dania Wattar

There are over 189 private schools that operate in the emirate of Abu Dhabi. These schools provide a range of curricula that includes UAE Ministry of Education curriculum, as well as foreign curriculum from countries around the world. Over 60% of students in the Emirate attend private schools. In an effort to regulate private schools and improve the quality of education in the emirate, Abu Dhabi Education Council introduced a regulatory framework for private schools. The Organizing Regulations for Private Schools in the Emirate of Abu Dhabi was introduced in (2013) (Abu Dhabi Education Council (ADEC), 2013) followed by Private Schools Policy and Guidance Manual (ADEC, 2014). Provisions for Special education needs (SEN) were included in this regulatory framework to support the integration of SEN students in private schools. The purpose of this paper is to examine the policies for inclusion in the emirate of Abu Dhabi by

answering the following questions: 1. what strategies are put in place to support the inclusion of special needs students in private school in the Emirate? And 2. What aspects of special education needs do the new policies focus on? Document analysis were used to answer these questions. The findings show an increased focus in the emirate of Abu Dhabi to support the integration of Special Education Needs students. The new policies include aspects related to admission of SEN students as well as supporting the integration of students in mainstream classroom. This paper will be of values to educators and policy makers interested in learning about government initiatives related to the inclusion of special needs students in the Gulf region.

Dania Wattar works in the Policy, Private Schools, and Quality Assurance Sector of the Abu Dhabi Education Council.

THE ROLE OF SPECIAL NEEDS CENTERS IN FACILITATING INCLUSIVE EDUCATION IN ABU DHABI EMIRATE

Lilly Tennant

Inclusion of students with exceptionalities in public school classrooms is mandated by UAE Federal Law 29, 2006. Inclusion as a practice is slowly increasing as students move from "Center Schools" to public schools. Although both federal law and the Ministry of Education promote the philosophy of inclusive education in both public and private schools, and the reported benefits in the literature, there remain social and cultural barriers to inclusion of students with more than very mild disabilities in Abu Dhabi schools. Indeed, only a small number of students have gained entry into general education schools since the Federal Law was passed.

The research study examined the transition phenomena towards inclusion from the perspectives of the directors of the special needs centers, inclusion facilitators, education advisors, parents and teachers in the public schools. The presentation will discuss the findings of how the government centers for students with special needs have taken a leadership role in facilitating inclusion along with the challenges and lessons learned in the transitioning process and the implications for the future which suggest that there is "much room to grow" for inclusion in the Emirates.

Lilly Tennant is the Division Head of Health and Special Education at Emirates College for Advanced Education.

COMPARING EDUCATION WITH EDUCATORS: EXPLORING THE UTILITY AND SUSTAINABILITY OF COMPARATIVE EDUCATION COURSEWORK FOR FUTURE TEACHERS

Matthew Thomas

Comparative education as field of study is frequently situated within institutions that have graduate programs, where its value as a field is implicitly connected to the future roles of students

enrolled in these programs, which might include positions in academia, governmental bodies, non-governmental organizations, and bi-lateral aid agencies. Yet, the study of comparative education for future teachers at undergraduate institutions serves a decidedly different purpose than it does for those in graduate programs. This paper aims to explore the utility and sustainability of comparative education coursework for future teachers by examining how undergraduate education majors perceive its value in a course taught by the researcher. This mixed methods research draws on data from a variety of sources, which include pre-test and post-test results of students' knowledge and perceptions, qualitative data from self-study fieldnotes and students' artifacts, and semi-structured interviews with students. This corpus of data provides a nuanced understanding of the ways in which this comparative education course influenced the thinking of these future teachers.

The findings suggest that comparative education can be tailored specifically to serve the interests of future teachers. However, it's most effective primarily when the instructor highlights explicit connections to educational issues in the domestic context. With this approach, even students with minimal global knowledge at the beginning of the course suggest that their understanding of education around the world increased and they were better prepared to carefully plan and implement their instruction in domestic schools. Therefore, the data suggests that a teacher-focused comparative education course is not only possible, but beneficial for students enrolled in these courses. This presentation is relevant to GCES because comparative education as an academic field of study continues to grow, and the findings suggest insights for helping teachers advance social progress by examining comparative approaches to teaching, learning, and schooling.

Matthew Thomas is an Assistant Professor of comparative education and educational foundations at the University of Wisconsin–La Crosse.

EQUIPPING SCHOOLS TO DELIVER INCLUSIVE EDUCATION

Chris Huntley

Summary: This workshop will help schools to understand how to develop their teaching and learning so that the education they offer is fully inclusive and accessible to a broader range of pupils.

Content: The introduction will provide an overview of the types of special educational needs that might be considered for inclusive education and the basic difficulties that face these young people on a day-to-day basis. We will look at ways to support these young people in order to realize their potential.

The importance of good planning will be considered in order to anticipate and prevent problems occurring rather than solving a difficulty after it has arisen, and will cover:

- Delivery - how the teacher can make small adjustments in order to make the learning accessible to the child with special needs.

- Activities – how these can be designed and adapted in order to give the pupil the best possible chance of success.

- Additional support needs.

Next we will cover an holistic approach through teamwork to support progress towards the goals for a pupil with Special Needs. Often, young people require additional support from outside services. These many be therapists, psychologists or sometimes councilors. When all services work together for the good of the children the best possible results will occur. We will look at some of the changes that can be made and the benefits that they would bring.

Input will be illustrated with case studies of inspirational young people with Special Educational Needs who have fulfilled dreams of achievements which they never thought would be possible. This session will aim to enthuse educators to put in the time and effort to make their school a place where dreams will be fulfilled.

Chris Huntly *is the head of Special Education Needs at Ebdaah.*

BREAKOUT SESSION 2.1: **HIGHER EDUCATION IN THE MENA REGION: FOR WHOM?**

INVESTIGATING ORGANIZATIONAL JUSTICE AND OUTCOMES IN HIGHER EDUCATION

Shahria El Alfy & Solomon Arulraj David

Organizational justice is a multidimensional term that is first developed in commercial organizations which comprises distributive, procedural and interactional justice. However, the majority of literature on organizational justice is in management and organizational psychology and mostly conducted in business context while few articles are conducted in educational setting and are quantitative, which assumes that the existing conceptualization and dimensions of organizational justice are automatically as valid to educational setting as in other contexts and with the same level of importance. Accordingly, there is a need for exploring organizational justice in higher education to understand the extent to which the current conceptualization applies to a university setting and to identify relevant outcomes.

The main research questions to be addressed are:

1. How organizational justice would differ in an educational setting?

2. What is the current instructors' perceived organizational justice?

3. What is the effect of organizational justice on instructors' commitment/ other potential outcomes from the qualitative phase?

The proposed research employs a mixed approach which starts with a qualitative research to explore various issues pertaining to organizational justice in educational setting then a

quantitative study is conducted to examine the nature and magnitude of relationships between organizational justice and other relevant variables uncovered during the exploratory research.

The proposed study is expected to develop a deeper understanding of organizational justice in terms of the most relevant dimensions, and outcomes in educational setting. This is expected to open a path of studies more pertinent to the nature of educational workplace and therefore better guide education managers on enhancing instructors' perception of organizational justice

The study is conducted in the U.A.E which accommodates a multicultural environment; therefore perception of justice in diverse populations can be as heterogeneous as the population itself posing the challenge on education managers to create a workplace environment that meets high quality standards in education.

Shahria El Alfy is an Assistant Professor of marketing in the School of Business Administration at the University of Modern Sciences (UMS).

Solomon Arulraj David is an Assistant Professor of education at the British University in Dubai.

INTERNATIONAL HIGHER EDUCATION FOR WHOM? A CLOSER LOOK AT THE VARIATION WITHIN TERTIARY SECTOR INTERNATIONALIZATION, MARKETING PRACTICES, AND OPPORTUNITY STRUCTURES IN THE UNITED ARAB EMIRATES' NORTHERN EMIRATES

Lee Rensimer

Within the literature on transnational or cross-border higher education, much scholarly attention has been given to international branch campuses (IBCs) and the countries importing them. In seeking to identify cross-national trends, studies often reproduce reductive definitions or schema that conceal the incredible diversity within these institutions in terms of their program design, degree offerings, financing, and student makeup. This diversity is exemplified in Ras Al Khaimah, a northern emirate which hosts a number of institutions with a wide range of configurations, some approximating branch campuses, and others more closely resembling franchises or distance education models. Their quality and accountability to students is equally varied, but they nevertheless constitute a sizeable share of the emirate's tertiary enrollments. What role do these institutions play in the national higher education system and what opportunity structures do they advance?

This paper will argue that a gap exists in scholarly discussions of international higher education which overlooks the diverse range of low-profile developments responsible for enrolling and credentialing the UAE's non-Emirati majority. By drawing on primary data from a recent qualitative survey of Ras Al Khaimah's tertiary institutions, the paper presents several findings that address this gap. On one hand, it finds that the costs of attendance are significantly lower than those of IBCs in Dubai, enabling access for working residents. On the other, it finds a host of unscrupulous marketing practices that aim to sell an image of academic quality and

prestige to consumers by performing the imagery, logics and brand desirability of predominantly Western institutions. The paper argues that these institutions afford valuable mobility opportunities to market-savvy student-consumers while exploiting the vulnerabilities of others through competitive marketing. Its findings have implications for the wider Gulf region, which frequently looks to market solutions for the educational needs of its majority expatriate populations.

Lee Rensimer is a doctoral candidate in educational policy studies at the University of Wisconsin-Madison.

UNDERSTANDING THE DYNAMICS OF INTERNATIONALISATION OF HIGHER EDUCATION IN THE ARABIAN GULF REGION: LEARNING MOBILITY AMONG ARABIAN GULF COUNTRIES

Solomon Arulraj David & Hanan Taleb

Arabian Gulf countries have expanded higher education reasonably in a short time during the past few decades. The number of students from Arabian Gulf countries who choose to study abroad has increased tremendously in recent times. Several foreign universities have their operations and off shore campuses in the Arabian Gulf region. Saudi Arabia is one of the top five source country for study abroad. United Arab Emirates (UAE) and Qatar are considered among some of the top international education hubs. This paper explores the dynamics of internationalisation of higher education in the gulf region. While exploring the presence of foreign universities, international curriculum, programme, students, academic staff, it particularly pays attention to learning mobility of students from the gulf region. The study makes use of the secondary data from UNESCO Institute for Statistics (UIS) on global flow of tertiary-level students and a survey conducted for this study among students from the Arabian Gulf region.

Based on the literature explored, based on the data from UIS and the survey conducted for this study, it seems that higher education in the Arabian Gulf region has expanded, the presence of foreign universities, international curriculum, programme, students and academic staff are strongly experienced. Although learning mobility has been stimulated in this region, much of it is regionally driven. It seems that the growth of inward learning mobility is not proportional to the growth of foreign universities in this region. The growth of outward learning mobility is predominantly driven by scholarships. However the potential for the growth on inward and outward learning mobility seem to increase in the future. Gulf countries may enhance learning mobility through multilateral learning and research cooperation by means of scholarships, and by regulated commercial activities. To emerge as an international education hub, the Arabian Gulf contries must become attractive destination for students from outside the region as well. The region may draw relevant lessons from other regions such as the European Union to stimulate learning mobility.

Solomon Arulraj David is an Assistant Professor of education at the British University in Dubai.

Hanan Taleb is an Assistant Professor at the Bristish University in Dubai.

THE ETHICS OF GENDER-RELATED RESEARCH IN UNITED ARAB EMIRATES HIGHER EDUCATION: A CRITICAL STUDY

Candy McLeod & Aleya James

This paper addresses an issue currently being debated across the rapidly globalizing academic world and which has so far received scant attention in the Gulf Region; the multi-faceted question of research ethics. It considers the unique ethical challenges faced by educational researchers who employ qualitative research methodology to investigate gender-related issues in the Arabian Gulf. The GCC presents an extraordinary research context due to the social demographics of the educational sector in that educational research related to the citizens of the region is often carried out by non-GCC citizens.

We contend that a qualitative approach is better equipped to unravel the complex and often paradoxical gender-related concerns than large-scale studies conducted at academic, national and international levels. A qualitative approach facilitates a focus on the voices, experiences, self-discovery and cultural negotiations made by women themselves. Nevertheless, in so doing, this undertaking presents an array of ethical challenges.

From our base in the UAE we employ a critical approach to investigate these challenges. Data collected from interviews with Emirati and non-Emirati educational researchers working in the federal education sector is described and analysed. Ethical dilemmas are addressed according to each researcher's gender and ethnic, linguistic, cultural and religious background. Questions of disclosure, reflexivity and self-censorship, methodological choices, and the politics and ethics of researching the Other are considered. The rarely explored elements of in-group/out-group dynamics are found to play a significant role. We conclude by observing that the ethics of researching gender and other social issues in education remain largely neglected in this context as existing ethical guidelines do not adequately reflect the specificities of the socioeconomic culture and political conditions experienced by researchers in the Gulf.

Candy McLeod teaches intercultural studies, ethics, and research methods at Dubai Women's College, Higher Colleges of Technology, and is pursuing a PhD at the University of Southern Queensland.

Aleya James is a general studies faculty member at Dubai Women's College, Higher Colleges of Technology.

LEADING AND MANAGING TRANSNATIONAL COLLABORATION IN HIGHER EDUCATION FOR INCLUSIVITY AND INTERNATIONALIZATION

Ranjit Gajendra

Higher education, in response to the influences of globalization, is changing in profound ways. Every country is undertaking education reforms, learning from the experience of others, reflecting and reconstructing. Seen as a key instrument in both preventing

social exclusion, perhaps avoiding youth unemployment and related challenges, and providing citizens the skills and motivation for maintaining a nation state's competitiveness higher education now has a higher position on the national agenda of countries in the Gulf than ever before and over the past decade in particular governments and higher education institutions have embraced transnational collaborations. There is realization that a nation's competitiveness requires it to strengthen its performance in knowledge-creation and that an important connection between economic activity, producing skilled employment-ready youth, sowing the seeds of a middle class and nurturing knowledge creation, transfer and exchange in emerging nations.

In the context of globalisation, inclusivity and internationalisation as collaborations move from between nations in the developed world to collaboration with and between the newly-developed and developing world, from between individual scholars to between institutions, from co-authored, joint publications to commercialization, layers of entrepreneurial, cultural, legal, political and systems nuances are added.

A key to unlocking the aspirations and abilities of Gulf lies in the area of higher education policy, management and leadership. The paper explores these issues through the lens of transnational collaboration which is a growing site of inquiry for developing nations facing similar challenges.

Ranjit Gajendra is a PhD candidate at the University of Melbourne.

WHAT IS THE EFFECT OF THE CLASSROOM LEARNING ENVIRONMENT ON STUDENTS' PERFORMANCE?

Shaikha Al Shehhi

The purpose of this research was to determine if there is an association between classroom environment, the teacher's management practice and students' performance. I needed to learn what worked best in my classroom, so I could determine whether changes I made to improve my classroom environment also helped improve students' learning. In order to achieve this goal, I analyzed the results of students in English Summative Assessment Test in spring 2012 and spring 2013 when two different styles of environments have been used to teach the same group of students; a demotivated environment 2012 and a well-prepared environment 2013. I then compared between the results to discover how the changes in the classroom environment affected students' performance in that classroom. In addition to that, I used a survey questionnaire that contained ten questions related to the changes I made to my classroom environment. I used the questionnaire to collect data from my students in grade 12 so that I could examine their overall happiness with the well-prepared environment. The analysis of data shows a positive correlation between classroom environment, the teacher's management practice and student performance.

Shaikha Al Shehhi is a professor at the American University of Ras Al Khaimah.

TEACHING "CULTURAL INTELLIGENCE" TO HEALTH SCIENCES STUDENTS

Veena Raigangar

Teaching cultural intelligence especially to students is a necessity in UAE's multicultural environment where they constantly interact with various cultures in the healthcare environment. This will also enhance their ability to be part of the international workforce internationally making them quick to adapt to change and think globally. This paper focuses on an attempt to adopt classroom activities to enhance their appreciation of other cultures.

Games and activities related to enhance cultural awareness such as their "view of the world" in relation to health were used to intersperse lectures and were discussed following the class for a group of 60 multidisciplinary health science students. A wrap up summary of the different cultural findings was provided to the students at the end of each session, they were also given an assignment to allow for some reflection.

Feedback obtained from them by focus group interview about the activities pointed to increased awareness and respect for each other and other cultures. In fact, they wanted the course to have more activities rather than formal learning. Analysis of the assignment, showed the need for inclusion of more measures to enhance cultural intelligence throughout their study program.

Conclusion: It is valuable to teach cultural intelligence especially to healthcare professionals in a multicultural landscape as the UAE. Teachers should make conscious efforts to include this as part of their teaching.

Considering that culture is integral to the UAE and every individual is faced with colleagues, friends and individuals of myriad cultures this issue is very relevant. Strategies to teach cultural intelligence and enhance its use in the classroom will be discussed also.

Veena Raigangar is a lecturer at the College of Health Sciences at the University of Sharjah.

EXPLORING FUNDAMENTAL ISSUES IN TRANSLATOR EDUCATION PROGRAMS AT GULF-BASED UNIVERSITIES: THE CASE OF OMAN

Fouad El Karnichi

This study explores the pedago-curricular practices undertaken in BA translation programs based in the Arabian Gulf region, focusing on the very recently established programs in the Sultanate of Oman. In order to more fully understand the international context of translator education and translation studies a review of the literature was carried out that looked at research in this field at both the regional (Arabic speaking countries) and international levels, including the Canadian context. A few areas of concern were determined, such as teacher/trainer profile and competencies, insufficient integration of the professional element in the programs, lack of innovation in pedagogy and curriculum development, issues in integrating ICTs and language technologies in the program as well, and the need for sound teaching

and learning environments and methods to facilitate these tools in the classroom. The research question consists in identifying the required knowledge and competencies to be developed to construct a professionally oriented translation program in the local context. In terms of methodology, we opted for the use of mixed method research enhanced with a pragmatic philosophy whereby both the qualitative and quantitative methods are integrated to explore their strengths and weaknesses for the benefit of the research objectives and results. Expected outcomes shall be highlighted at both the scientific and the pedago-curricular levels.

Fouad El Karnichi is a PhD student at the University of Sherbrooke.

SUSTAINABLE DEVELOPMENT IN THE GULF REGION, ESPECIALLY IN THE UNITED ARAB EMIRATES: THE INSTRUCTIONAL LEADERSHIP ROLE OF SCHOOL LEADERS

Justina Osa

In today's ever growing world, significant innovation in the leadership provided by educational leaders in teaching, learning, and adequate readiness of students for the workforce is vital to our collective future. According to Shaikha Lubna Al Qasimi, UAE Minister of Foreign Trade, "our commitment to sustainable development includes … an emphasis on education" (2002). Research shows that there is a need to raise student achievement in the Gulf region.

Teacher quality has been consistently identified as the most important school-based factor in student achievement (McCaffrey, Lockwood, Koretz, & Hamilton, 2003; Rivkin, Hanushek, & Kain, 2000; Rowan, Correnti & Miller, 2002), and teacher effects on student learning have been found to be cumulative and long-lasting (Kain, 1998; McCaffrey et al., 2003; Mendro, Jordan, Gomez, Anderson, & Bembry, 1998; Rivers, 1999).

In an age of heightened accountability, it is crucially important to remember that school leader today are expected to combine the traditional school leadership duties with a deep involvement in specific aspects of teaching and learning, and to become the instructional leaders in their schools. As effective instructional leaders, school leaders are required to become intensely involved in curricular and instructional issues that directly affect student achievement (Cotton, 2003).

This proposed presentation session will: (1) share information on relevant trends in educational leadership found in relevant professional literature, leadership theories and praxis to promote success for all teachers and academic achievement for all students in the Gulf region, especially in UAE; (2) encourage session attendees to brainstorm in small groups, and share with the whole group how to incorporate the instructional leadership theories, practices, and behaviors contained in my presentation into schools in the Gulf region, especially in UAE; and (3) make available hand-outs on tips on how school leaders can enhance teaching and learning for teachers and students particularly in UAE.

Justina Osa is a professor at the American University of Ras Al Khaimah.

DESIGNING EDUCATIONAL RESEARCH THAT MATTERS FOR DECISION MAKERS

Sonia Ben Jaafar

The purpose of this workshop is to support new researchers through a structured process to design practical educational research studies. The one-hour course will introduce the participants to identify key questions about a particular topic of concern given an educational landscape. The process specifically promotes applied research within organizations. At the end of the session, the participants will know how to systematically explore a problem, write a research questions and sketch an appropriate research approach to address the question. This approach is interactive and offers due consideration to the role of stakeholder engagement as an integral part of the process for relevant studies.

The workshop will be designed and run by Sonia Ben Jaafar, Managing Director of EduEval Educational Consultancy since 2010. EduEval is an onshore company in Dubai that has conducted studies for the Technology Development Council, ADEC, KHDA, and the UAE Ministry of Education in the UAE. In addition, EduEval has conducted applied research for private companies and public-private partnerships to examine the effect of educational solutions.

First the participants will identify problems and generate hypotheses. They will then identify assumptions, and key stakeholders of interest. They will be encouraged to identify the roles of different stakeholders and how different stakeholders affect the potential research.

Once the phase of problem/hypothesis/stakeholder identification has been completed, the development of the research question will be addressed. The participants will then find that the research question leads the design of the research approach, which should be familiar. However, they will be engaged in thinking through the balance of competing practical demands given stakeholder interests, resource investment and anticipated effects of findings.

Participants will leave the workshops with a sense of the critical importance of stakeholders and thinking through the influence of designing educational research that matters for decision-makers.

Sonia Ben Jaafar is the Managing Director of EduEval Educational Consultancy.

SUSTAINABLE DEVELOPMENT THROUGH INNOVATION IN ACADEMIC EDUCATION: INTERDISCIPLINARY PROGRAMS IN CLASSIC HUMANITIES AND ISLAMIC STUDIES, A CASE STUDY OF IMAM SADIQ UNIVERSITY, IRAN

Mohammad Hassan Khani

In this article author tries to evaluate the success and failure of Imam Sadiq University (ISU) which was established in 1982 as a non-governmental and non-profit academic institution in Iran with the goal of combining certain branches of Social Sciences and the Humanities with Islamic Studies. The ISU main goal was to make Islamic Studies not only relevant to the needs of contemporary societies but rather an integrated part of academic discipline which can pave the way for a sustainable and comprehensive development. The paper attempts to introduce this innovation in combining Islamic studies with other academic subjects namely Political Sciences, Management, Economics, Law and Communication at ISU, and trying to explore the challenges facing this endeavour. Methodology used for this research includes different qualitative data collection techniques specifically in-depth interviews, documentary analysis, and triangulation. Findings of the project indicates a relative success of ISU in terms of the goals achieved which can be observed and measured by the quantity and quality of its graduates in MA and PhD programs, and also in the high quality of literature produced in form of published dissertations, thesis and books.

Mohammad Hassan Khani is Associate Professor and Deputy Dean of Research in the faculty of Islamic studies and political science at Imam Sadiq University in Tehran.

ENGLISH AS A FOREIGN LANGUAGE (EFL) SCHOOL REFORM: RAS AL KHAMIAH ACADEMY

Reham Zahran

The National Agenda in UAE has set as a target that our students rank among the best in the world in reading, mathematics and science exams, (UAE Vision 2021). My study will be in line with the spirit of 2021 education reform as this paper highlights some of the key literature regarding curriculum reform in general, and focuses specifically on educational reform that enhances English as a Foreign Language (EFL) in schools. In order to raise English language standards, Ras Al Khaimah Academy (RAK Academy) is working to enhance EFL substantially throughout primary to secondary levels. Educational reform efforts in RAK Academy have been rather disorganized, and have not generally touched core educational practices. This paper It also presents the main issues related to curriculum development and process of curriculum reform. There are indicators that suggest that the entire Academy needs English (EFL) subject reform plan to accelerate learning for all students.

RAK Academy reform strategic plan consists of five goals. This paper will focus on the one goal, which is to develop high quality academic EFL curriculum program. The purpose of the School Reform Program in RAK Academy is to increase access to and improve quality of education, especially for English as a foreign language. The proposed reform project will be guided by the following research questions:

1.   How effectively was the EFL program implemented?

2.   How satisfied are students and parents with the EFL program?

3.   In which way does the EFL program impact students' learning?

Overall, there was a very wide range in alignment between the EFL program and students' performance outcome. I have conducted an in-depth review of related literature as a strategy to raise my awareness of relevant research findings and views of scholars that would enhance the effectiveness of my proposed reform. The methodology for the present study will be based on the meta-analysis of related literature in the field on getting student interested in English language curriculum and getting parents, teacher and students all collaborating to develop student's achievement. The reform program shows that the method has achieved good teaching results. My recommendation is to develop and implement professional development opportunities focused on improving instruction in EFL. In addition, identify and implement professional development opportunities in coordination with Student Services department.

In my opinion if the previous recommendations are applied in school this will impact positively on the English language level in school and will raise the standard compared to the national standard. My findings from this study will help me go out and carry out further research study in the future.

Reham Zahran *is an EFL teacher in PYP at Ras Al Khaimah Academy.*

DIMENSIONS OF CRISIS WITHIN SCIENTIFIC RESEARCH IN YEMEN: A CASE STUDY

Aswan Hamza

The situation of scientific research in Yemen is bleak and in need of rapid, effective reforms. Yemen is struggling to provide opportunities for meaningful research for scholars. This paper analyses the current stance of scientific research in Yemen. The aim is to identify indicators of the crisis by examining current concepts of research in Yemen's higher education sector.

Data collection methods included interviews with 20 recently graduated students having PhD degrees and nine faculty members, and review of documents and archival records. Randomly selected journal articles, master's theses, and doctoral dissertations were examined. Use of a semi-structured interview technique enabled the researcher to deviate from the interview protocol and ask additional probing questions.

The results showed that fundamental concepts of research have not been properly cultivated. The culture of scientific research also is weak. One important dimension

of the crisis is that research remains rather traditional and does not address socio-economic development in a region with the world's worst youth unemployment at 23 percent, and 17 percent in Yemen. The scientific research merely transmits knowledge rather than contributing to new knowledge production; therefore, research is not used in economic development projects. Other indicators of crisis include the lack of a national policy or a clear strategic plan, low investment and expenditures for research, lack of access to international journals, and ethical issues related to copyright and confidentiality.

The paper contributes to the body of limited literature on scientific research. The focus of the analysis is directed toward understanding the context of scientific research and the possible future expectations of reforms as reflected in the paper's recommendations. These recommendations can be used to inform future policies and procedures that will fulfill the requirements of sustainable development plans and ultimately bring the scientific research in Yemen up to regional and international levels.

Aswan Hamza is an Associate Professor at the College of Education and the Vice Dean of Practical Application at the University of Aden.

GCC STUDENTS' INVOLVEMENT AT THE UNIVERSITY OF FLORIDA

Abdelrazak El Sagheer

Through a visiting research scholarship at the University of Florida during the semesters of Fall 2013 and Spring 2014, the researcher worked on a research project focusing on the comprehensive academic challenges which are related to the Arab and GCC students who are enrolled in the English Language Program (ELP) at the English Language Institute (ELI) in the University of Florida (UFL). The majority of those students came from the GCC countries: 102 students came from Kuwait, 12 from Qatar, 35 from Saudi Arabia, and one student from the United Arab Emirates.

This research paper aims to explore GCC students' academic involvement in light of Alexander Astin's "student involvement theory" for higher education as it claims that highly academically involved students are those who devote considerable energy to their studies and interact frequently with their faculty members and other students while the typical academically uninvolved students neglect their studies and have infrequent contact with their faculty members or other students.

A total of 150 students taking a language orientation at the ELI participated in this research study. A 4-point scale has been designated in light of the review of literature and previous studies and utilized for collecting data and the Likert's formula of measuring the relative weight is used in analyzing the scale rubrics.

This study sought to answer the following questions:

1.   How often do GCC students report about their academic involvement?

2.   How often do they report about faculty involvement?

3.   How often do they report about peer involvement?

The preliminary findings revealed that that the majority of GCC students were academically involved in their studies, were involved with their faculty members, and were involved with peer students as well. Also, GCC students were almost academically equal compared to other international students in the same group of research.

Abdelrazak El Sagheer is an Assistant Professor at Majmaah University.

TAKING A LIFE-COURSE APPROACH TO DROPPING OUT OF SCHOOL IN THE UNITED ARAB EMIRATES

Cambria Russell

Adopting a life-course approach, this paper attempts to address both structural and agentic processes to better understand dropping out of school in Ras al Khaimah, UAE. The life-course model is an approach that includes reflection on social structure and individual agency concurrently (Pallas, 2003). In this study, structural factors are examined though government data sets, student questionnaires, and teacher interviews. At the same time, agency is explored through the questionnaires and interviews. A life-course perspective conceptualizes dropping out as a process rather than a static event and focuses on individual attributes, institutional context, dispositions, and outcomes (Lamb, 2011). In this study, I address each of these dimensions of dropping out of school in Ras Al Khaimah, UAE.

All participants are from cycle two government schools in Ras Al Khaimah, UAE. The study draws from both quantitative and qualitative data. Quantitative data from researcher-designed questionnaires (N =117) were combined with qualitative data from the questionnaires and teacher interviews (N = 33). The results reported here are primarily from the quantitative analysis. I examined the data to determine what factors predict the likelihood that students intend to graduate from secondary school. Because the main outcome for this analysis is binary, I used logistic regression to analyze the data. Several individual attributes are considered, including sex, nationality, family background (parental education and work status), family type, and family size. Institutional context is also considered. Student dispositions are examined through questions about educational expectations, reasons for attending school, and proxies for achievement. The findings signify the impact of some structural variables on student achievement. Further, student agency is revealed through perceptions and beliefs about the future.

Cambria Russell is an Assistant Professor of education at the American University of Ras Al Khaimah.

THE EFFECT OF IMPROVED READING LITERACY ON MATHEMATICS AND SCIENCE ACHIEVEMENT IN DUBAI

Rabaa Al Sumaiti

In 2011, Dubai participated in the Trends in International Mathematics and Science Study (TIMSS) and the Progress in International Reading Literacy Study (PIRLS). Concurrent administration of TIMSS and PIRLS enabled Dubai to link student achievement in reading to achievement in math and science for over 5,900 4th graders. This research study uses data from student assessments and student and parent attitude surveys collected by TIMSS and PIRLS to perform a multiple regression analysis estimating the relationship between reading scores and math and science scores while controlling for the following variables: gender, ethnicity, socio-economic status, and school curriculum. The study found that higher reading skills are associated with higher math and science achievement. The relationship is stronger for science because achievement under TIMSS is measured through problems requiring reading comprehension of substantial text. The study also found that student reading achievement was associated with their parents' own attitudes toward reading and students' literacy skill acquisition during pre-school years. Conclusions from the study highlight the need for active parental engagement in literacy development starting from the pre-school years.

Rabaa Al Sumaiti is the Head of International Assessments and Bilingual Inspector at the Knowledge and Human Development Authority.

I THINK I PREFER TO SEE A FACE

Jase Moussa-Inaty

Higher education institutions are showing increased interest in innovative teaching and learning approaches and one such approach relates to blended learning which is a combination of both face-to-face and online delivery. This study aimed to determine student's feelings towards a blended learning class. Participants were chosen from a federal university in the United Arab Emirates. The study utilized a qualitative method by employing text analysis of student's reflective journals. Three categories emerged, namely; F2F Preference, Blended Preference, and Converted Preference. The results showed that majority of the student's preferred F2F classes as opposed to blended classes. A significant finding of this study was the fact that despite the number of students who preferred a F2F learning experience almost all the students mentioned that they enjoyed the blended learning experience and would either take another blended course or recommend the same course to a friend. Educational implications and future research direction especially for instructional designers and educators are discussed.

Jase Moussa-Inaty is Assistant Dean and Associate Professor in the College of Education at Zayed University.

EVALUATING A MATHEMATICS TRAINING PROGRAM AND ITS RELATIONSHIP TO STUDENT VISUAL THINKING AND ATTITUDES (IN ARABIC)

Ali bin Said Al Matari

فاعلية برنامـج تدريبـي مقتـرح وفـق برنامـج دبلـوم كامبـردج الدولـي للمعلميـن علـى إكسـاب معلمـي الرياضيـات بعـض مهـارات التعلـم النشـط وأثـره علـى تنميـة التفكيـر البصـري لـدى الطـلاب واتجاهاتهـم نحـو الرياضيـات

هدفـت الدراسـة إلـى معرفـة فاعليـة برنامـج تدريبـي مقتـرح وفـق برنامـج دبلـوم كامبـردج الدولـي للمعلميـن علـى إكسـاب معلمـي الرياضيـات بعـض مهـارات التعلـم النشـط وأثـره علـى تنميـة التفكيـر البصـري لـدى الطـلاب واتجاهاتهـم نحـو الرياضيـات ، وتكونـت عينـة الدراسـة مـن عينتيـن: العينـة الأولـى (٥٤) طالبـا مـن طـلاب الصـف الحـادي عشـر بمدرسـة المتنبـي للبنيـن للصفـوف(١٢–١٠)بولايـة إبـراء فـي سـلطنة عمـان، وقـد تـم تقسـيم أفـراد العينـة إلـى مجموعتيـن: المجموعـة التجريبيـة والمتكونـة مـن (٢٦) طالبـا، تـم تدريسـهم باسـتخدام طريقـة التعلـم النشـط، والمجموعـة الضابطـة وتكونـت مـن (٢٨) طالبا، تـم تدريسـها بالطريقـة المعتادة، وقـد تـم قياس أدائهـم قبليـا وبعديـا بواسـطة اختبـار عمليـات التفكيـر البصـري الـذي أعدتـه السـليطني(٢٠١٠) ومقيـاس الاتجـاه نحـو الرياضيـات الـذي أعـده عبـد الأميـر(٢٠٠٨)، وتكونـت العينـة الثانيـة مـن معلمـي الرياضيـات بمرحلـة التعليـم مـا بعـد الأساسـي بالمديريـة العامـة للتربيـة والتعليـم بشـمال الشـرقية،بلـغ عددهـم (٢) تـم اختيارهـم قصديا ، وتـم تقسـيم المعلميـن إلـى مجموعتيـن: المجموعـة التجريبيـة والمكونـة مـن (١) قـدم لـه برنامـج تدريبـي حـول التعلـم النشـط والـذي قـام الباحثـان بإعـداده، والمجموعـة الثانيـة تكونـت مـن (١) معلـم، لـم يخضـع لأي برنامـج تدريبـي يتضمـن اسـتراتيجيات التعلـم النشـط، وتـم قيـاس أدائهـم القبلـي والبعـدي بواسـطة مقيـاس الأداء لمهـارات التعلـم النشـط الـذي أعـده الباحثـان حيـث بلـغ معامـل ثباتـه(٨٧,٥%) وفقـا لمعادلـة ألفـا كرونبـاخ.

و توصلـت الدراسـة إلـى النتائـج التاليـة: توجـد فـروق ذات دلالـة إحصائيـة عنـد مسـتوى الدلالـة (٠,٠٥ = a) بيـن متوسـطات أداء معلمـي الرياضيـات علـى مقيـاس الأداء لمهـارات التعلـم النشـط قبـل تعرضهـم للبرنامـج التدريبـي المقتـرح، وبعـده لصالـح التطبيـق البعـدي وبدرجـة كبيـرة، توجـد فـروق ذات دلالـة إحصائيـة بيـن مـتوسطي درجـات طـلاب الصـف الحـادي عشـر (عينـة الدراسـة) فـي التطبيـق البعـدي لاختبـار التفكيـر البصـري ومقيـاس الاتجـاه نحـو الرياضيـات لصالـح المجموعـة التجريبيـة وبدرجـة متوسـطة.

وفـي ضـوء النتائـج يوصـي الباحـث بضـرورة توفيـر البيئـة التربويـة الداعمـة والمشـجعة والمحفـزة للمعلميـن علـى اسـتخدام اسـتراتيجيات التعلـم النشـط فـي تدريـس الرياضيـات، وتنميـة التفكيـر البصـري، والاتجـاه نحـو الرياضيـات.

Ali bin Said Al Matari is a mathematics teacher at Mutanabi Boys' School for Grades 11 and 12 in Oman.

BREAKOUT SESSION 3.3: **NEW SCHOLARS' RESEARCH**

REFORMING THE PHYSICAL EDUCATION CURRICULUM CONTENT AND DELIVERY METHODOLOGY TO IMPROVE INCLUSION AND LIFESTYLE: PROPOSAL

Shaikha Al Tenaiji

One of the major problems that has been identified in the UAE education system is the inadequate delivery of the physical education curriculum. Students with disabilities

and special need are excluded from the physical education activities. Another issue is an increase in the number of students with obesity and students with diabetes. The main goal of the proposed reform is to include students with disabilities and to improve the effectiveness of the Physical Education classes so as to maintain students' fitness and increase health awareness.

My research includes reform plans based on other research studies that were done on topic of the reform plan. The first component of the reform plan is the adoption of nutrition curriculum whereby students become aware of healthy food and can calculate daily caloric intake. The other component of the reform plan is the inclusion of Taekwondo activity for students as a strategy to improve their physical fitness. Methodologies to integrate students with disabilities will be discussed.

Findings based on in-depth meta-analysis of related literature confirmed the adoption of components of the proposed reform which will result in the increase awareness of the students regarding their healthy lifestyle and their fitness. For example, Goodweiler et al., (2007) suggested in their qualitative study changing the curriculum and providing a nutrition and awareness about good lifestyle in addition to the physical education classes. The proposed reform also suggests that a non-curricular activity be required once a week. Regarding the inclusion of students with disabilities, John, Daniel, Lauren, Yeun (2007) developed an effective model. Because the proposed reform include research-based components and an effective model, it will result in the inclusion of students with disabilities in the physical education classes, promote healthy life style among students, and reduce obesity and diabetes in the society.

Shaikha Al Tenaiji is a graduate student at the American University of Ras Al Khaimah.

KEEPING THE WHEEL MOVING: THE ROLE OF EDUCATION IN OMAN

Tanya Budler

According to international exams, Oman is facing an education crisis. The Brookings Institute report, Arab Youth: Missing Educational Foundations for a Productive Life? noted that 61% of students do not learn in secondary schools in Oman- meaning those who took the Trends in International Math and Science Study (TIMSS) exam in 8th grade in 2011 did not reach the lowest level of achievement. That number is higher than all of the other countries in the Gulf Cooperation Council (GCC) and even higher than their counterparts in less stable territories such as Syria and Lebanon. The question is why? Why are students in Oman not learning?

This study explores the education problem in Oman through existing data and research but more importantly through primary research conducted in the Sultanate of Oman. Unique insight into the problem was gained through informal interviews with locals of varying demographics. It became clear that perhaps it is not the education system that is the problem but rather the exams. International exams such as the (TIMSS) evaluate students' ability to analyze, apply and remember concepts in math and science. This type of exam only looks at one aspect of education- information based. In Oman, the country is really excelling in its heritage, technical, and social based education systems rather than information based. Each aspect of Oman's diversified education system serves to produce qualified citizens who are prepared to fill openings in the Omani job market. This is where the wheel comes in- Oman is a high-income country with a GDP of $79.66 billion that is maintaining to preserve its tradition because every citizen contributes

to the market. Unlike other countries in the GCC, Oman's labor force is predominantly composed of locals- taxi driver, storeowners, and managers are Omani, which is greatly because of the diversified education system.

In conclusion, this study shows how education spans beyond the classroom, particularly in traditional and self-sufficient countries like Oman. With the fear of diminishing natural resources, Oman will be able to sustain itself economically and traditionally because of its diversified and thorough education system. This study provides further details to explain how each aspect of the education system points Omani citizens back toward the country in order to keep the wheel moving forward. Though Oman is not performing well on information-based exams, its education system is not failing. Oman's system is unique and possibly one that can be applied to other countries that are hoping to preserve culture and tradition in an increasingly globalized world.

Tanya Budler *is a senior at Dartmouth College, where she is completing an honors thesis project pertaining to education in Oman.*

TRACKS OF CHOICE

Asma Abdulla Al Blooshi

With the new vision set for United Arab Emirates (UAE) education, schooling system is in desperate need for change to become more compatible with the new revolutions across the country. Modern schools must accommodate all preferences and learning or physical difficulties. Despite constantly changing the education system to provide exceptional learning experiences to students, dropout and failing rates have been radically increasing over the last few years, and high school graduates across the UAE are not eligible for university enrollment. Therefore, offering tracks of choice education for secondary students will not only keep students in schools but further advance the country's economy as well as development globally. This paper describes a reform (Tracks of Choice) to enhance students' higher education as well guaranteeing competent graduates that have had sufficient practices/experiences and are ready to join the workforce. The following questions shape the outline of the reform proposed:

1. To what extend will this change affect students' learning and mastery of the content?

2. Will this change bring down the percentage of failing students and drop outs?

This reform has been developed based on multiple literature reviews about Tracks of Choice and Apprenticeship. The implications of such reform will not only shape students understanding of the chosen subject but relatively promotes innovative and creative thinking and learning. Further, granting options to students will have a great impact on their motivation and desire to learn. Moreover, students' strengths will be developed and failing rates will decrease as individual's potentials will be reached and enhanced. The objectives hoped to be achieved from this reform are preparing students' to the next level of their education and career, reinforcing students' strengths and helping them excel, building schools for all type of learners.

Asma Abdulla Al Blooshi *is an English teacher in Taryam Umran School and a graduate student at the American University of Ras Al Khaimah.*

PROJECT-BASED ASSESSMENT

Noora Abdulla Al Blooshi

Introducing formative assessment in government schools in 2010 brought the need for alternative assessment tools and methods that are supposed to measure not only students' knowledge and progress but also their intellectual and social skills. However, the absence of practical assessment alternatives led teachers to rely on reports that are copied from online sources to fill the scores of formative assessment. The purpose of this research is to include project-based Assessment (PBA) and weave into the formative assessment process to maximize students' outcomes. The Ministry of Education's 2021 vision seeks to enable students to take an active role in their learning using a variety of assessment tools and become innovators and inventers (Lootah, 2011). Implementing PBA in UAE's government with projects that are developed to fulfill assessment tasks with hands on activities and mini projects suitable for students' age, interests, learning styles and abilities is going to be a cutting-edge step that will engage students more in learning. The following are the research questions that draw the roadmap of this reform:

1.   What are the impacts of PBA on students' performance?

2.   How is PBL going to include different stakeholders in the teaching and learning process?

The reform research was developed underpinning a meta-analysis and a review of different literature related to PBA. The implication of the research illustrates that PBA promotes creativity and invests different learning styles and intelligences of students into their learning and assessing process as well as enabling low-achieving students to reinforce their strengths and enhance weaknesses. In addition, PBA encourages students to learn and produce outcomes that are cross-curriculum as a result of subjects' integration and cultural backgrounds (Railsback, 2002). Moreover, PBA is that it refines assessment into meaningful goal-orientated tasks and brings the outside world into the classroom (Katz & Chard, 2000).

Noora Abdulla Al Blooshi an English teacher in Al Bara bin Azeb Boys School in Ras Al Khaimah and a graduate student at the American University of Ras Al Khaimah.

WORKSHOP 6

THE PRACTICE OF POSITIVE EDCATION AND POSITIVE PSYCHOLOGY: WHY IT MATTERS FOR THE GCC MORE THAN EVER

Louise Lambert & Radhika Punshi

The GCC region continues to show lots of promise with generally buoyant economic conditions and a growing youth population. However, there continue to be significant challenges with its labour markets, including high job segmentation, persistent levels of youth and female unemployment and an employability skill gap between the needs of employers and the current preparedness of youth for the world of work. Further, research (Jones & Punshi, 2013) indicates youth disengagement, largely attributable to a mismatch of expectations and a lack of life skills, such as resilience, a

positive mindset, self-confidence and determination to deal with setbacks and pressures of work and life. The social-cultural context of being part of a welfare system and the rent-seeking behaviour sometimes found both amongst GCC nationals as well as expatriates often shifts the focus to more material accomplishments and artifacts of status, versus a pursuit of meaning, purpose, happiness and well-being. Along with building our region's physical and financial infrastructure, there is an urgent need to invest in building our region's human capital and psychological capital.

Current advances in behavioural sciences, especially the fields of Positive Psychology and Positive Education may be able to significantly contribute to the research and development of evidence-based practices in enhancing employability and life skills for the GCC. Positive Psychology is the scientific study of the strengths and virtues that enable individuals and communities to thrive (Seligman, 2002). Positive Education focuses on specific skills that assist students to strengthen their relationships, build positive emotions, enhance personal resilience, promote mindfulness, and encourage a healthy lifestyle. Positive Education attempts to rebalance education's aims away from a sole focus on traditional academic skills, towards education which builds life skills associated with greater engagement and well-being (Geelong, 2012). The importance of fostering these skills cannot be stressed enough. Skills such as positive relationships, grit, resilience, self-confidence, positive mindset, gratitude, pro-social purpose etc. can be incorporated into the curriculum or added on top of the formal instruction within education curriculum. It is also equally critical to focus on youth motivation, inculcate work ethics and establish the right incentives for the younger generation to focus on their personal and professional development.

This interactive workshop will focus on:

- Highlight the key tenants of Positive Psychology and Positive Education and highlight the transformative potential of shifting the conversation from a deficit to a strengths-led approach.

- Share local research, insights and tools on the application and practice of Positive Psychology and Positive Education in the GCC, within its local socio-cultural context.

- Discuss how both educators and employers can incorporate a strengths-based approach within its day-to-day activities and curriculum.

Louise Lambert is a professor of psychology at the Canadian University in Dubai.

Radhika Punshi is a Co-Founder and Director of Innovation at The Talent Enterprise.

PERSPECTIVES ON INCLUSIVE EDUCATION IN THE UNITED ARAB EMIRATES

Lydia Barza & Angela Ward

The purpose of this study was to ascertain the degree of support for and perspectives about inclusive education among Emirati adults. Snowball sampling was used to interview Emirati adults between the ages of 18 and 60 (n=387). Four open-ended questions were posed to assess (1) reasons for or against inclusion in schools, (2) the extent to which children with special needs have a right to be educated in regular UAE schools, (3) benefits of inclusion for students without special needs, and (4) characteristics of a successful inclusion program. The constant comparison method of qualitative analysis was used, whereby participants' responses were coded then patterns were identified. Preliminary findings suggest that about 70% of participants support inclusive education. Both supporters and dissenters consider rights-based justifications for inclusion and also acknowledge that inclusion is essential to ensure the socio-emotional well-being of disabled youth. Additional attention required to successfully include students with special needs was emphasized by participants, including concerns about curricular modifications, pacing, and negative behaviors that could adversely affect all students. Many supported inclusion conditionally. Some dissenters expressed misconceptions regarding the nature of the majority of students who are the focus of such inclusion efforts.

Findings suggest ways in which the school system may consider addressing educational outreach efforts with parents and students regarding inclusion. Parent concerns about teachers' qualifications to manage an inclusive classroom without sacrificing academic rigor and expectations for behavior need to be addressed, as well as, creating a culture of acceptance in schools that would enhance the psychological well-being of students with special needs (i.e., through school-wide anti-bullying programs). This study provides a reflection of the local population's perspectives on inclusion which, in light of the UAE's inclusion policy delineated in Federal Law 29/2006, provides direction as to both the support for and concerns about inclusive education.

Lydia Barza is a professor at Zayed University and Head of Research at the Early Childhood Learning Center.

Angela Ward is an Associate Professor at Zayed University.

INCLUSION NOT EXCLUSION: COMPARATIVE EDUCATIONAL PERSPECTIVES AT THE HEART OF SUSTAINABLE DEVELOPMENT

Antionette Brown & Sabiha Aziz

The latest information about private schools compiled by the Knowledge and Human Development Authority (KHDA) indicated that there are 158 private schools in Dubai which offer 15 different curricula and cater for 89% of Dubai's student population of which 57.4% are Emirati students. Schools in the U.A.E. are requested to follow a number of performance standards which are clearly stated in the regulations and guidelines provided by KHDA for schools. In 2008 the U.A.E. approved the United Nations Convention on the Rights of Persons with Disabilities and education authorities gave consent for students with disabilities to be included not excluded at academic institutions.

The 2014-2015 inspection results provided by KHDA's Dubai Schools Inspection Bureau (DSIB) and the Regulations and Permits Commission (RPC), indicated that 64 of the 158 private schools were rated acceptable and 8 schools were rated unacceptable. Besides the quality of leadership and management as well as health and safety measures, it was evident through literature, reports and the KHDA performance indicators, that teaching and learning strategies are imperative and lay the foundation for students' performance, attainment and progress.

The most significant concerns about sustainable development in the special education field are ranging from inadequate teaching strategies, lack of application of early intervention strategies, lack of quality support and employment of qualified teachers and Learning Support Assistants (LSAs) as well as the inability to compile specific individual education plans or (IEP's) in order to support students with specific barriers to learning.

Although the results of the official number of students with 'special education reports' in private schools in the U.A.E. are not available, resent researchers have highlighted that some private schools are not inclusive on all educational levels and that student independent learning is not taking place. The conceptual framework of the study was built on the researcher's own experiences working in such environments, literature on inclusion and special education needs, themes related to those experiences and the most recent research on brain development and practicing of implicit memory which is more influential than explicit, conscious memory in teaching.

The most significant research results on sustainable development in inclusion in the U.A.E., further revealed a range of views on the relevance of practicing memory strategies as ways in which children can spontaneously use rehearsal to enhance short-term memory performance. Further research pointed out that the use of retrieval and categorization memory strategies will support the organization of information which is processed in order to recall in the future. Link to this alternative view is the existence of different types of long-term memory known as declarative and procedural memories which will create awareness of the function of the brain which will encourage further teaching strategies and will contribute to sustainable development in inclusion.

Antionette Brown is affiliated with Middlesex University Dubai.

Sabiha Aziz is affiliated with Middlesex University Dubai.

WHOM ARE WE TRYING TO INCLUDE? EIGHT YEAR DEMOGRAPHIC STUDY REVEALS TRAITS OF TRANSITIONING YOUNG EMIRATI ADULTS IN A RAPIDLY DEVELOPING SOCIETY

Georgia Daleure

The society of the United Arab Emirates (UAE) is in transition as the economy progresses through phases of growth and as the citizens adapt to the changes that the growth brings. Researchers investigate ways to include rather than exclude Emiratis in the rapidly developing economy, but who are the Emirati young adults that are being targeted for inclusion? Few studies are available that give more than brief snapshots of small data samples. This quantitative study uses data gathered from selected items over an 8 year period as Emirati students entered a federally funded post-secondary institution. The study contributes to the hard to find body of knowledge on demographic trends of young Emirati adults and creates a composite description of the population that is being targeted for inclusion in educational , employment, and sustainability programs. The results include tend data broken down by gender in 34 areas including household size, educational level of parents, language of secondary education instruction, marital status, employment preferences, computer / internet usage, international exposure, and preferences in leisure activities. Results of the study show increases in: students working part-time while studying, willing to work shifts, females obtaining driving licenses, married students in post-secondary education, average age of first year students, and returning students. The study links these trends to the transitioning economic and social environment of the UAE.

Georgia Daleure is the Program Chair of General Studies (Social Science, Humanities, History, Global Studies, and English Communication) at Higher Colleges of Technology.

BREAKOUT SESSION 4.1: THE ROLE OF LANGUAGE IN FACILITATING OR PREVENTING INCLUSION

WHEN INCLUSION POLICY INADVERTENTLY EXCLUDES: THE CASE FOR A BILINGUAL APPROACH IN UNITED ARAB EMIRATES FEDERAL TERTIARY EDUCATION

Mick King

English medium of instruction (EMI) policy in the Arabian Gulf is sometimes offered universally, thereby contradicting the general belief that such education is for the economic elite. Such a policy can be defined as inclusive if every student has the same opportunity to study in what is perceived as the developed world's lingua franca, the language of business and, by association, the language of success. Counter-arguments would include that such a policy can exclude learners if students are unable to operate effectively at the tertiary level in English or do not want to study in English, preferring to use their mother tongue.

This presentation adds to the embryonic body of research into EMI in the Gulf by analyzing findings from the final stage of a doctoral study into content teacher views on EMI in federal

tertiary settings in the United Arab Emirates (UAE). Nine semi-structured interviews, themed on the outcomes of an earlier questionnaire, provided rich insights into the challenges that can be faced when an inclusive educational language policy may inadvertently result in exclusion for some learners.

Findings suggest that although there is some support for EMI among the sample, attendant problems include students' insufficient English language skills and the evidence that Arabic proficiency, which is often assumed and therefore not taught at the tertiary level, is insufficient despite its importance for students' careers. Recommendations include that English remain an integral part of the tertiary curriculum but EMI policy be reviewed to see if other approaches may be more appropriate. It is also recommended that Arabic be included in the curriculum in some form. The study proposes that a focus on both languages would include those who might otherwise be excluded and best maximize social and economic sustainable development in the UAE.

Mick King *is a teaching fellow and lecturer at Middlesex University Dubai.*

ATTITUDES TO ARABIC AS A FIRST LANGUAGE AMONG ARAB UNIVERSITY STUDENTS

Zeineb Al Hilali

Due to many reasons, there are various attitudes among Arab students towards Arabic from becoming the medium of instruction in the United Arab Emirates (UAE). Factors such as, globalization, latent effect of colonization, and English as a Medium of Instruction (EMI), play a major role in how Arabs perceive their identity in general, and their Arabic mother tongue in specific.

This critical inquiry will answer this question, "Should Arabic be the medium of instruction in the UAE?"

The study is a mixed methodology that was conducted on female Arab students at a public university in the English Preparatory and Writing Program in UAE. It involved two data collection instruments; a questionnaire and interviews.

Due to many factors such as family and friends influence, there were some positive and negative attitudes towards Arabic as a medium of instruction, and towards Arabic in general. The preference for Arabic as a medium of instruction was higher at secondary level than it is at tertiary level.

The research question was answered by concluding that Arabic could be the medium of instruction but with many limitations. Some leaves can be taken out of the northern African and the Scandinavian experience. Therefore, medium of instruction can be maintained in the mother tongue of Arabic but with strong emphasis on English starting from young age.

Zeineb Al Hilali *is a PhD candidate in TESOL at the University of Exeter, United Kingdom.*

MALE EMIRATI STUDENTS' PERCEPTIONS OF LEARNING ENGLISH THROUGH THE VIDEOTAPED STORY WORKSHOP METHOD

Ghadah Al Murshidi

The purpose of this study was to investigate the perceptions of UAE University male students about the use of technology and the videotaped story workshop method in teaching English. This is an example of curriculum and instructional method that integrates speaking, and listening skills and others. It enables the teacher to engage students of a diversity majors. The method provides means of effective classroom management while actually raising the demand on the students. Students are engaged and enjoy this form of learning. The research method of the study is qualitative which is interviewing 30 male students. The strength of the qualitative methods is in its ability to provide detailed information regarding a small group of people (Patton, 2002). In other words, qualitative research illuminates the individual differences between participants in a study, and creates a more detailed portrait of the findings. The responses from the interview were coded and sorted in appropriate tables according to themes (Patton, 2002). Content analysis is used to interpret the data. Interview results show students' perceptions about forms of technology used, integrating technology in their field experiences and challenges of technology use. This paper concludes with recommendations to facilitate the use of technology in teaching English language.

Ghadah Al Murshidi is an Assistant Professor at United Arab Emirates University.

APPLYING AN L1 ENGLISH READING MOTIVATIONAL FRAMEWORK IN AN L2 ENGLISH ENVIRONMENT

Melanie Gobert & Helene Demirci

In 1995, Wigfield and Guthrie devised an L1 Reading Motivational Framework for English speaking children. The Reading Motivational Questionnaire was developed for after observing and interviewing children during reading instruction. Eleven aspects of reading were subsequently identified and divided into three categories: Competence and Reading Efficacy (CRE), Achievement Values and Goals (AVG), and Social Aspects of Reading (SAR). CRE contains the aspects of reading efficacy, reading challenge, and reading work avoidance. AVG contains the aspects of reading curiosity, reading involvement, and the importance of reading (intrinsic motivations) and competition in reading, reading recognition, and reading for grades (extrinsic motivations). SAR contains the aspects of social reasons for reading and reading compliance. In the Gulf context, students face both the challenge of technology as well as the challenge of being a culture lacking in a habit of reading, due to the prized oral tradition (Shannon, 2003) and the impact of Arabic diglossia. In a comparison of an L2 English reading motivational framework with Wigfield and Guthrie's L1 English reading motivational framework, Mori (2002) chose to ignore the Competition in Reading, Reading Recognition, and Social Reasons for Reading as he felt these categories were not relevant to adult university students reading in L2 English. In our research, we developed an 11 item questionnaire to ascertain the extent to which adult male Gulf Arab students at a tertiary institution were motivated by Competition in Reading and as well as examining reading efficacy. Data was collected from 83 students through questionnaires

and focus groups. 87% of the students agreed or strongly agreed that the Reading Challenge encouraged them to read more, and 82% agreed or strongly agreed that the idea of actually winning the Reading Challenge motivated them to read more.

Melanie Gobert is the chair of the MENA Extensive Reading Foundation.

Helene Demirci is a member of the English faculty at Abu Dhabi Men's College, Higher Colleges of Technology.

EFL TEACHING STAFF'S PROFESSIONAL DEVELOPMENT: A REAL NEED OR AN EXTRA LOAD?

Naif Al Thobaiti

Higher education institutions strive to achieve excellence in teaching and learning. This has been the concern of many universities in Gulf region, specifically in Saudi Arabia which witnesses an unprecedented expansion of the universities all over the country. The big number of universities have revealed a pressing need for qualifying teaching staff at these universities to meet the students' needs and expectations. This can be achieved by training teaching staff and provide them with every possible chance to enhance their teaching practices which will result in the students' achievement. So, training teaching staff is almost at its early stages in some of the new universities. This presentation will therefore shed light on this issue and try to explore teaching staff's opinions about their training needs, experiences with training, and suggestions for betterment. Also, it may discusses what are the reasons that may prevent teaching staff from perusing their professional development in such a context. The presentation will pay specific attention to the teaching staff of English as foreign language in several Saudi Universities. Suggestions will be provided for the suitable models of PD. It is hoped the suggestions and recommendations of this study will be beneficial to all the EFL teaching staff in Saudi Arabia as well as other universities in Gulf region.

Naif Al Thobaiti is an Assistant Professor in the Foreign Languages Department at Taif University.

BREAKOUT SESSION 4.2: PRIVATE EDUCATION, GLOBAL DEVELOPMENT AGENDAS, AND EVALUATIONS

PRIVATE EDUCATION IN THE ABSENCE OF A PUBLIC OPTION: THE CASES OF THE UNITED ARAB EMIRATES AND QATAR

Soha Shami

Over the last three decades, continued expatriate population growth across the UAE and Qatar has contributed to the rise of a unique set of economic and social challenges. Among these are challenges relating to the provision of private education in the absence of a public option. In the face of rising demand for private schooling, a lack of affordable

education options, monopolistic behavior of private education providers, and varied government regulations have created a complex and unequal education sector. While researchers have studied the nature and implications of private provision in the United Kingdom, United States, and other high-income states, no such research has been done in the United Arab Emirates (UAE) or Qatar. This research employs a mixed-methods comparative approach to understand the nature of the private education sector in the UAE and Qatar, examine the ways in which private education providers navigate the regulatory schooling environments in the UAE and Qatar, and assess the impact on stakeholders, in particular those at the lowest end. The study finds that there are considerable socio-economic differences in terms of access to schooling and that a growing for-profit education market may be deepening segregation and inequities in both countries, leaving poorer families less able to access quality education. The promise of non-profit providers as a viable alternative is explored.

Soha Shami is a Research Associate at the Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research.

REGIONAL COMPARISON OF THE STATUS OF EDUCATION AND GENDER EQUALITY ACROSS ARAB COUNTRIES IN THE CONTEXT OF POST-2015 GLOBAL DEVELOPMENT AGENDA

Nagwa Megahed

Education as a human right has received global attention. For more than two decades the international "Education for All" (EFA) movement has emphasized equality and quality of education. In 1990 the World Conference on Education for All in Jomtien, Thailand, sought to provide a new direction in education by creating flexible and inclusive educational systems, in addition to achieving education for all by the year 2000. However, slow progress was made, thus the Dakar Framework for Action reaffirmed the commitments of EFA and with a focus on female education, pledged to provide quality education for all by 2015. Furthermore, EFA sought to achieve gender parity by 2015 and called for a new direction in education, with special focus on cultural diversity, problem solving and the interdependence of the global world. In the context of post 2015 global development goal of gender equity and women empowerment, this study focuses on education and gender equality in the Arab region. It aims at mapping the position of Arab countries in the global gender gap index during the 2000s and compare progress made in bridging the gender gap in education between different Arab countries. Methodologically, a comparative review of international, regional and national documents, as well as scholarly publications is employed and "gender analysis" is incorporated. The study reveals that while most of the Arab countries have achieved inclusive basic education, low enrollment rate and gender gap remain in secondary and higher education. However, differences were identified between Arab countries in terms of gender educational inequality and whether it is in favor of women (i.e., Qatar, UAE and Tunisia) or in favor of men (i.e., Egypt, Syria, Mauritania, Morocco, Yemen). Nonetheless, low participation of women in economic and political sectors, reflects the low socioeconomic return of education for women but also led to the low ranking of Arab countries in the global gender gap index. The study

concludes by presenting examples of initiatives undertaken in some Arab countries to achieve gender equality in educational, political and economic participation.

Nagwa Megahed is Associate Professor of comparative and international education at the Graduate School of Education, American University in Cairo.

IMPLEMENTING CULTURALLY RESPONSIVE EVALUATION PRACTICES

Matthew Robby & Christina Gitsaki

This presentation addresses the importance of performing program evaluations, which are culturally responsive. The approach is critical for ensuring an effective evaluation process in the context of the United Arab Emirates and the Middle East. The presentation emphasizes that the learned and shared behaviors, values, local customs and beliefs of a group are important to consider during the program evaluation process. Need exists to describe the context and the perspective of program participants to be able to fully understand the evaluation of the program processes and impact. Evaluations which are culturally responsive help programs meet the needs of the target population through different stages of the program evaluation – from designing, implementing, and reporting, to using results to modify and improve the program. The session will describe ways to include important aspects of the cultural context by adapting and adjusting each stage of the evaluation process. For example, (a) what to consider in planning the evaluation team and building in awareness for a culturally responsive evaluation; (b) how to design the evaluation in a collaborative manner with democratic involvement in establishing goals, objectives, and priority questions to answer; and (c) how to obtain different perspectives to enhance understanding and agreement on what represents evidence. Through the use of examples of program evaluations carried out in the UAE, the presenters will describe important practices associated with (a) considering the context and target population in selecting valid and reliable instruments; (b) including feedback and the experiences of participants and key stakeholders; (c) carefully reviewing program implementation and describing program activities; and (d) using multiple measures to monitor implementation and to help clarify the factors likely influencing the effectiveness of the program.

Matthew Robby is the Chair of Applied Research at the Higher Colleges of Technology.

Christina Gitsaki is the Research Coordinator at the Center for Educational Innovation.

EXPLORING THE MAJOR ELEMENTS OF JOB SATISFACTION OF ADMINISTRATIVE STAFF AT KUWAIT UNIVERSITY

ستكشاف العناصر الرئيسية للرضا الوظيفي لدي الموظفين الإداريين في جامعة الكويت

Salah Emara, Faten Abdel-Hameed, & Suad Z. Al Naser

The goal of this paper is to identify the major elements of job satisfaction for services provided by Kuwait University. To face regulatory variables for the current and future development, the human resources management provides training programs to meet the needs of the administrative staff. Survey data was obtained to explore the major elements of job satisfaction of administrative staff at Kuwait University.

Salah Emara is a professor and the Curriculum Development Coordinator at Bahrain Training Institute.

Faten Abdel-Hameed is an Associate Professor at Bahrain Teachers College, University of Bahrain.

Suad Z. Al Naser works in the business department at the University College of Bahrain.

BREAKOUT SESSION 4.3: EDUCATION, THE LABOR MARKET, AND INCLUSION IN THE ARAB WORLD

A COMPARATIVE ANALYSIS OF CAREER READINESS AND CAREER GUIDANCE TRENDS FROM THE GCC, UNITED KINGDOM, INDIA, AUSTRALIA, AND CHINA

David Jones & Namrata Budhraja

According to global and regional research, the current education to employment system fails for most employers and young people. First, there exists a lack of information and support when young people are making education and career choices. In a recent global study (McKinsey, 2012) on the growing gap between education and employment, fewer than half of the students surveyed were confident that they would study the same subject if they were given a choice again. 40% of youth also reported that they were not familiar with the market conditions and requirements.

Second, there is a real disconnect between key stakeholders on the issue of future readiness of students for the workplace. There is minimal alignment between educational providers, employers and students. It is reported that less than half of students and employers believe that the education system has prepared them for the workplace, compared to 71% of educational

providers. According to other estimates, many students report that they need to wait 6 to 12 months to find employment and over 50% are unable to do so in their chosen area of study.

The research assesses the student perspective with regards to their views on work readiness and the effectiveness of current career guidance practices. The aim of the study is to provide a comparative analysis of youth perspective from countries spanning the UAE, Saudi Arabia, Bahrain, Oman, UK, India, Australia and China to compare the employability trends across these countries. The study includes a sample of 250-300 participants per country (students who are currently studying and under the age of 25 years). The online questionnaire includes variables such as life satisfaction, engagement, hope, availability of career guidance support, views on career readiness, means of searching for a job and employment preferences are included in the research design. Approximately 120 items have been included in this research.

The expected end goal of the research is to provide a comparative analysis and assessment the current state of work readiness amongst youth from the representative countries. The research is designed to be predictive in terms of understanding both relevance and potential impact on future employability, work and life outcomes, such as engagement and life satisfaction. It is also solution-focused and practical in terms of implications, thereby positively impacting solutions to shift the focus on improving the capacity of career guidance and career counselling across the region.

There continues to be a gap in good quality research and evidence-based practice both in the education and employment landscape. This study is extremely crucial in understanding the current strengths, gaps and opportunities towards the work readiness and impact of career guidance on the future aspirations, engagement and life satisfaction of youth from the GCC.

David Jones is a labor market economist and human resources expert working closely with policymakers and employers on their human capital opportunities and challenges.

Namrata Budhraja is a Senior Consultant at The Talent Enterprise.

HOLISTIC SUSTAINABILITY PRACTICES IDENTIFIED AS ESSENTIAL TO PRIVATE SECTOR EMIRATIZATION: INCLUDING NOT EXCLUDING EMIRATIS IN THE BENEFITS OF THE VIBRANT UNITED ARAB EMIRATES ECONOMY

Georgia Daleure & Alsharif Zain

This study identifies factors for Emirati dissatisfaction with private sector employment which stem mainly from private sector employers ignoring holistic sustainability practices that could drastically increase Emirati job satisfaction willingness to engage in private sector employment. Double digit Emirati youth unemployment has plagued the UAE up to the date of this study even though the UAE is a regional economic leader whose private sector has the potential to create tens of thousands of new jobs per year. According to existing literature, Emiratis avoid working in the private sector despite abundant opportunities. As a consequence, the public

sector has become saturated, providing little opportunity for Emiratis entering the workforce even when extended unemployment occurs. The study uses data from a quantitative survey of more than 1,000 Emirati participants employed in both public and private sectors and 2 sets of focus group interviews of Emirati youths to explore factors for job satisfaction. The study found that job satisfaction was especially high in public sector jobs on factors corresponding to culturally friendly working conditions and flexibility needed to maintain home – work life balance, while only one job satisfaction criteria was higher in the private sector – opportunities for advancement. Surprisingly, overall job satisfaction was higher in public sector jobs, even dangerous and physically demanding jobs such as employment on oil rigs, military, and police. Emirati women rated flexible work environment factors highly. Open ended responses supported the theory that culturally friendly work environments and flexibility to manage family responsibilities were the most important factors for job satisfaction and employment decisions. These qualities are essential holistic sustainability components which seem to be more prominent in public sector employment.

Georgia Daleure is the Program Chair of General Studies (Social Science, Humanities, History, Global Studies, and English Communication) at Higher Colleges of Technology.

Zain Alsharif is an economic consultant with the Ministry of Labor.

WORKFARE AND WELFARE: COMPARING HIGHER EDUCATION POLICY MOTIVATIONS IN ENGLAND AND THE UNITED ARAB EMIRATES

Rosalind Irving

The expansion of higher education (HE) over recent years has created numerous policy challenges. Two of these, are addressed in this presentation: how is it to be paid for and how does increasing access affect the HE landscape? I compare approaches to dealing with massification of HE in two educational settings: England and the UAE. The theoretical underpinnings for my discussion arise from Jessop's (2002) theories of the welfare and workfare state which I briefly outline. As an exemplar I use a specific HE policy move in England, which has resulted in England being described as the first country in Europe to have achieved a sustainable system for financing higher education.

I discuss the implications of this policy move in relation to mass HE in England which I then compare with the HE setting in the UAE where Emirati students have access to free HE. Emanating from these comparisons, I consider how contrasting policy motivations might shape attitudes and experiences of HE at subject level.

Rosalind Irving is an academic coordinator at the Higher Colleges of Technology.

REACH OUT TO ASIA: THE CONTRIBUTION OF YOUTH VOLUNTEERISM AND COMMUNITY SERVICE TO INCLUSIVE DEVELOPMENT

Basma Abdelgafar & Esker Copeland

All over the Gulf youth are being attracted to undertake volunteer work to support the development of their communities, promote what they believe are moral values critical for social welfare, gain experience, broaden their networks and enrich their collective lives. For local CSOs, governments and other stakeholders youth volunteerism and community service may help address challenges related to changing demographics and socio-economics; demands for consistently high academic performance; stronger labour force participation; improved health outcomes; and, empowerment and civic participation. There is a growing body of literature that suggests that volunteerism may have important implications for problem solving, sense of responsibility, autonomy, leadership skills, identity formation, and career exploration among other benefits. "The ethos of volunteerism is infused with values including solidarity, reciprocity, mutual trust, belonging and empowerment, all of which contribute to quality of life" (Robert xx; 2011) and social cohesion. Our own observations, based on anecdotal evidence, support this thesis; ROTA youth volunteers appear to develop a heightened sense of responsibility, autonomy and empathy.

In light of this, our research will focus on the contribution of ROTA's national volunteer program to the promotion of social inclusion, empowerment and civic participation. Both Qatar and ROTA offer fertile ground for such a study as the topic has been given scant attention to date, while the imperative to improve our understanding is gaining urgency due to the challenges just noted.

Program evaluation techniques will be used to assess ROTA's program logic/theory, its implementation and more importantly its outcome and impact. The study relies on both primary and secondary data, including a wealth of largely qualitative information on social inclusion, volunteerism, culture, charity and development. Data will be gathered from interviews, focus groups and from various official and unofficial sources. Much of the material concerning ROTA's national volunteer program is original and the argument relies extensively on corroboration through interviews both individual and group.

Basma Abdelgafar *is a Research Specialist at Reach Out To Asia, Qatar Foundation.*

Esker Copeland *is a Youth and Education Specialist at Reach Out To Asia, Qatar Foundation.*

A STRENGTHS-BASED APPROACH TO ENHANCING YOUTH MOTIVATION AND EMPLOYABILITY: RESEARCH AND PRACTICE FROM THE GCC

Radhika Punshi, Marcia Von Berg, & Gauri Gupta

The GCC region is experiencing an unprecedented youth bulge and the talent that the younger generation collectively represents offers a great productive opportunity to shift our economies away from being energy dependent to being fueled by human capital.

One of the essential factors inhibiting employment of young nationals is that private sector employers believe that young people do not have the required skills for the workplace. These skills are often referred to as employability skills. Hence, along with fostering formal education, there is a critical need for building the psychological capital of GCC youth, including setting more realistic expectations, fostering a positive mindset, grit and determination, self-confidence and meaning. These aspects, often termed as psychological strengths impact not just academic performance, but also the active engagement and contribution in the workplace.

Based on local expertise and a robust theoretical foundation in Positive Psychology, The Talent Enterprise developed a strengths-based psychometric tool, known as the Youth Thriving Index (YTI). The data research was conducted in multiple waves throughout 2012 and 2013 across 6 countries of the GCC.

The YTI measures ten factors and twenty-seven sub-factors assessing personal strengths and personal motivation. The survey questionnaire, includes 89 questions and all data was collected online. The questions were administered in English and Arabic. This paper specifically refers to results from 277 respondents under the age of 25 years.

The region can benefit from the latest developments in fostering life skills, well-being and engagement using a strengths-based approach, based on advances in Positive Psychology and Positive Education. Strengths such as efficacy, flexibility, curiosity, autonomy, affiliation, empathy, absorption and confidence need to be developed by integrating applied learning and character education in the current curriculums. Even within organisations, employers need to develop the mindset and psychological strengths of their youngest employees, along with focusing on technical and functional skills.

Though similar trends of the misalignment between education and employment exist in many other parts of the world, the concerns may be more pervasive in the GCC. As a result of the population surge and levels of higher unemployment amongst youth in most GCC countries, each nation continues to accelerate the nationalisation employment agenda. Employers often cite the lack of 'softer' workplace skills and attributes such as effective communication, team work, workplace ethics in the younger generation. Less than half of students and employers believe that the education system has prepared them for the workplace.

Radhika Punshi is an organisational psychologist and human resources professional working to elevate employability and engagement in the GCC region.

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ARABIC LANGUAGE PRESERVATION AND TEACHING IN INTERNATIONAL SCHOOLS: CONSIDERING THE EFFICACY OF DIGITAL LANGUAGE LEARNING

Tania Gupta

A recent article in the National newspaper revealed that despite Arabic being the national language of the UAE, the language is not in use across academic institutions. The primary language of instruction is English. This also suggests that many youngsters, mostly children of expatriate parents, are not proficient in the Arabic language. Current efforts to increase language efficiency include the consideration of mandatory policies or legislation.

The National went on to discuss in its editorial on November 26, 2014 : "[w]hether or not we need a law to achieve this goal, preserving the language is critical." The Arabic language is a critical aspect of national identity. But the problem lies with language instruction using methods that are often archaic and dull attention during class. Perhaps one approach to increasing the appreciation and use of the language is to reach students where they are: in front of a screen.

This paper attempts to assess the following research questions:

1. Is there a role the Internet and digital media can play in increasing language acquisition and learning in bilingual education environments, e.g. international schools in the UAE and GCC?

2. Can newer forms of teaching and method instruction such as MOOCs and crowd source text translation apps such as Duolingo (or more locally AppyKids) help increase language uptake?

3. Does the Internet help in the preservation of languages and cultural narratives specific to an identity?

This paper envisions action-based research that will employ the qualitative case study method to measure effectiveness of digital teaching methods and tools to encourage language acquisition. The driving hypothesis of this paper is that the ubiquitous presence of Internet and digital technology can impact language learning and attention in youngsters. However, such changes can be positively leveraged to improve skills such as languages.

Tania Gupta is an analyst working in London.

ADDITIONAL MOBILE LEARNING IN AN INCLUSIVE UNIVERSITY SETTING

Ursula Walsh

As the number of adult students with disabilities in our GCC Universities increases, Students, Staff and Faculty are challenged to meet the needs of this population and ensure inclusivity. One aspect of support for students with disabilities is providing assessment and training in the use of assistive technology through the use of apps and or assistive technology. Assistive technology seems to be a personal choice for individual learners enabling them to choose specific technology to fit their personal needs, whereas educational technology (the use of apps /computers) is more whole classroom-based enabling learners with a disability to be a part of the whole class. However, the distinction is becoming blurred. A key aim of this research is to examine the concept of inclusive mobile learning, especially in relation to the new generation of mobile learning tools and strategies that are now available. Research provides concrete examples of classroom environments in which technology has made a positive difference in the learning outcomes of students who may be at risk of failing courses or of dropping out completely. This research identifies three important components to successfully using technology with the students who have a disability; Interactive learning, Accessibility of device and Inclusivity: The most crucial aspect of any research according to Unger (2012), is listening to the voices of the students. The consensus of current research into inclusivity and students with extra needs stresses that inclusivity means ensuring that learners who need extra support are able to contribute from and contribute to, the classroom environment. Many teachers however, are reluctant to include learners who have addition needs and are unaware of the technology available to assist inclusivity. This imbalance needs to be addressed so that both student and educator can work together to ensure the best learning outcomes for all today's students.

Ursula Walsh has been an EAP teacher for over 20 years, teaching international students in Malaysia, Singapore, and, currently, the United Arab Emirates.

EDUCATION POLICYMAKING IN RESOURCE-RICH AND RESOURCE-POOR COUNTRIES: A COMPARISON OF THE UNITED ARAB EMIRATES AND JORDAN

Samar Farah

The UAE and Jordan have been at the forefront of educational reforms in the Middle East in recent years. They have invested heavily in importing global education policies, which have placed technology at the center of their educational reforms, exploring various models of integrating it in the classroom so students can gain the skills and competencies that will arguably make them more competitive in the global market. These ICT-based reforms are also grounded in a new governance model known as public private partnerships (PPPs), in which the governments collaborate with the private sector and other actors to promote these reforms. This context raises a number of questions linked to the financing of education development, including whether the source of

funding for policies (ie. state–sponsored versus donor-sponsored) influences the education policy process. This study will explore how governments of resource rich and resource-poor countries engage in different modes of regulation and funding in education, looking specifically at the cases of the Mohammad bin Rashid Smart Learning Program and the Jordan Education Initiative. Preliminary findings from 30 interviews conducted in each of the two countries with three levels of actors - government officials, international and private organizations, and other external actors will be presented. It will also discuss its potential contribution to providing a deeper understanding of how sources of funding influence education policy decisions, the role of different actors in the process, as well as the perceptions surrounding the successes and challenges of implementing public private partnerships in education and technology in the GCC, and the Arab region more broadly.

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THE SMART LEARNING INITIATIVE AND THE MINEFIELD OF DIGITAL UTOPIA

Tayyab Zaidi

Envisaged to cover the entire public school system in Dubai, the Smart Learning Initiative (SLI) has been officially characterized as a ground-breaking program for "reforming" education in the country. The initiative is part of the Vision 2021 national agenda that - among other goals - envisions a future whereby citizens will enjoy "the benefits of efficient connectedness in their digital lives as they search online for knowledge and the fulfillment of intellectual curiosity" (http://www.vision2021.ae/en/our-vision/united-knowledge).

Can an intensive deployment of educational technologies dramatically boost the public and private returns on education? I examine the specific genres of digital education - 'virtual' technologies, 'open' technologies, 'educational gaming' and 'social' technologies and put the assumptions and aspirations of the SLI project into dialogue with the critical literature on digitally-mediated learning.

Spotlighting some of the socio-structural complications that accompany the spread of educational technologies, I argue that while e-learning ecosystems are potentially transformative, their rapid, widespread surge recommends a cautious optimism.

In Neil Selwyn's phrase, the "consensual hallucination" of educational techno-romanticists (those who see technology-in-education as a panacea) rides on the assumption that by upending the traditional protocols of knowledge creation and distribution, digital education re-calibrates cognitive processes (thereby inducing new forms of learning) while also unleashing unprecedented socio-economic opportunities. Social scientists (such as Sugata Mitra), entrepreneurs (e.g. Bill Gates) and practitioners (Khan Academy, for instance) continually claim that digital media are revolutionizing educational systems as well as individuals.

However, a close look at the migratory patterns of e-learning, the emerging frames of learning, and the evolving habits of digital consumption and their social outcomes troubles the enthusiasm that escorts educational technologies.

I examine the official rhetoric on SLI (document analysis of Ministry of Education-related reports, papers and media coverage) and suggest that it is premised on the notion of technology as tool and is thus confined to issues of effectiveness and efficiency. I propose in conclusion that when approached as systems of learning rather than merely as scaffolds, digital technologies raise broader and more compelling policy questions about the meaning, purpose and scope of educational endeavors.

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About the Gulf Comparative Education Society

Founded in 2008, the Gulf Comparative Education Society (GCES) was formed to enable academic, professional, and educational discourse, from a comparative stance, with a focus on the Arabian Gulf region.

The GCES aims to:

- contribute to the development and improvement of teaching standards at all levels in the region;

- increase the dissemination of knowledge about international research and best practices from a comparative stance; and,

- promote action research and cross collaborations across the Gulf.

The GCES is a non-profit society and a member of the World Congress of Comparative Education Societies. http://gulfcomped.ning.com.

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The Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research was established in 2009 to aid in the social, cultural, and economic development of Ras Al Khaimah, a northern emirate in the United Arab Emirates (UAE). Established through Emiri decree, the Foundation is considered a non-profit, quasi-governmental organization and is the visionary initiative of Sheikh Saud bin Saqr Al Qasimi, UAE Supreme Council Member and Ruler of Ras Al Khaimah. His Highness places great value on education and research, and the Al Qasimi Foundation was created to generate a world-class body of research on Ras Al Khaimah and the broader UAE, develop local capacity in the public sector, and engage the community in its work.

Log on to www.alqasimifoundation.com to learn more about our research, grants, and programmatic activities.

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