

Arab Education Summit



Amman, Jordan, 6–8 May 2013
Summit Guide

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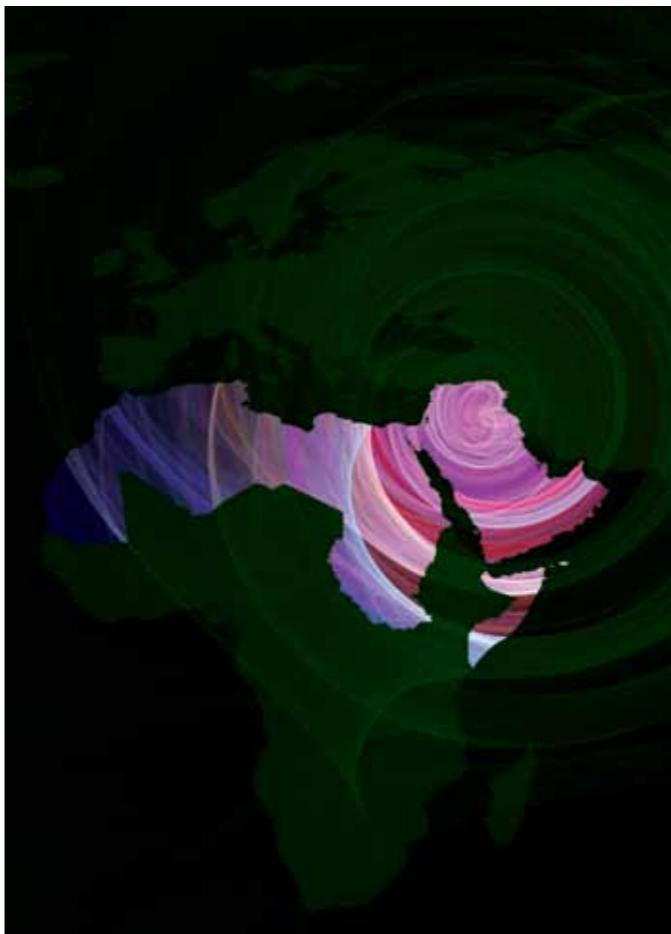


HP ElitePad Docking Station²
Turn your ElitePad into a full desktop experience by connecting to a range of optional accessories.



¹This system is Windows 8 certified and supports the new Windows UI. The integrated display resolution is below the threshold for Snap, a Windows UI feature that allows two Windows Store apps to be viewed simultaneously. This feature may be enabled by attaching an external 1366 x 768 or higher resolution display. Not all features are available in all editions of Windows 8. Systems may require upgraded and/or separately purchased hardware, drivers and/or software to take full advantage of Windows 8 functionality. See microsoft.com

²Optional accessories. Sold separately. Various availability dates from February 2013. Please check with your local reseller for details.
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Welcome to the Arab Education Summit



We are proud and delighted to welcome you to this event held under the patronage of the Jordanian Ministry of Education to fulfil the need and opportunity for greater public private partnership in education, higher education and scientific research in the Middle East & North Africa.

We would like to offer our warmest gratitude and appreciation to all partners and participants to the summit. Thank you to the Jordanian Government, represented by their Ministries of Education, Higher Education, ICT and Labour; and thank you to all organisations in Jordan that have helped us put this program together including the Jordan Education Initiative, Queen Rania Teacher Academy, Queen Rania Centre for Educational Technology, the local Jordanian universities and our organising partners ITG.

Thank you to all participating regional ministers and government officials who will be contributing to the content of the summit with speeches and for hosting their own meeting roundtables for the afternoons of 7th & 8th May. Thank you to all our sponsoring partners and delegates. Without your contribution this summit would not be possible and we are grateful for all your commercial support. Thank you to all speakers and additional participating officers from the Regional Centre for Educational Planning, USAID, British Council and visiting universities from across the region.

For the 7th & 8th, these two days are structured around an innovative program of ministerial speeches and panel discussions during the mornings and then converting to pre-scheduled one-to-one meetings for both afternoons of the event.

Please see the separate summit agenda for a summary of all speakers and timings. The summit will be held in dual Arabic-English with simultaneous translation. Headsets are available on arrival.

After lunch on both days of the event, the pre-scheduled meetings will start between government, educational institutions, civil society and the industry. We kindly ask that all officials and delegates start the meetings promptly after lunch each day.

The floor plan of roundtables is available at the entrance to the conference room. Prior to the start of the summit, partners and delegates will have utilised our online scheduling system to arrange their afternoon meetings. There will also be the opportunity to arrange ad hoc meetings through the course of the event.

We will be hosting a special gala dinner sponsored by HP on the evening of 7th May at 20:00. The dinner is for all participants – please ensure you have your delegate badge with you.

For assistance, please contact any of the organising staff available throughout the venue.

We trust this summit can play its own small part in bringing together key decision-makers from government, universities, civil society and industry to build their own relationships and strengthen public-private partnerships. We are grateful for your support and participation and we trust your time at the summit is enjoyable, and productive. We hope to be working with you for a long time.

Warmest regards,

John Glassey
Managing Director

www.arabbrains.com

The Path to Knowledge Societies in the Middle East and North Africa

The role of innovation and education



©Ahikam Seri/Panos

Modern economies are in the process of being transformed from agricultural and industrial economies to information and knowledge-based economies. Such rapid transformation has had significant impact on social, economic, political and cultural dimensions of development across the world.

For such development and growth, a relevantly skilled workforce is seen as a driver and an enabler towards establishing the various sectors in an economy that contribute to stronger, more developed and richer societies.

The Middle East and North Africa (MENA) is on a journey of transformation towards innovation and knowledge societies and education plays a key role in developing the human capital required to make that journey possible.

While MENA is characterised by extremes of poverty and wealth, overall it possesses the highest rate of youth unemployment in the world, including 27 million who are not in education, employment or training as of 2010, and the number has only increased since then¹.

With such a large number of youth unemployed, including a staggering three times as many university educated women as university educated men, it's little wonder that social and political unrest has dogged the region in recent times.

Poverty blights 300 million or 23% of the population of MENA, with countries like Yemen, Egypt and Morocco particularly hard hit². However, knowledge society development in oil rich countries like Saudi Arabia is little more advanced than that of its poor neighbours. In Saudi Arabia educated women are eight times less likely to find work than their male counterparts³. In Tunisia 40% of university graduates are unemployed against 24% of non-graduates⁴.

Even those youths with degrees who do find employment are often under-employed, that is, holding positions that they are over qualified for or which do not correlate with their qualifications. Others find themselves forced into part-time work through lack of prospects for full-time employment. These being the facts, it's not to conclude that the formal education system, while producing graduates, is not producing a modern workforce.

If we look at the education system in the MENA region we find that it has much in common with that of the rest of Africa and other parts of the developing world. For the most part these education systems are still largely ignoring the needs of knowledge intensive industries, such as the tech, pharmaceutical, engineering and applied sciences. As a consequence firms are left without the skills they require to cost-effectively and efficiently

bring their product or service to market. This deters foreign investment in regions lacking the human capital to support new industries, leaving even less opportunities for the youth to be absorbed into the workforce. The long-term unemployed find it harder to secure work and can easily become despondent and feel marginalized by society.

So how can the education system in regions afflicted with high youth unemployment and high poverty levels be adjusted to address this crisis? These unemployed youth represent a massive untapped potential for MENA countries seeking to develop as innovation and knowledge economies and societies. With the right education, one which embeds an innovation mindset from a young age, these youth can become galvanisers of sluggish economies, remaining at home to contribute to economic growth rather than leaving in droves, as they are doing in Yemen, Jordan and Egypt, to find work in neighboring oil rich countries and beyond.

But in order to tap this potential, innovation must begin to play a central role in education systems seeking to form a foundation for knowledge society advancement. In such education systems ICT is used as a catalyst for enabling innovation processes, innovative learning and innovative doing.

Innovation is a new or significantly improved product (goods or service), or process, a new method, in business practices, workplace organisation or external relations. But innovation is impossible without collaboration and co-creation.

As the dominant pedagogy adopted in most traditional education systems does not explicitly encourage co-creative or collaborative learning, the development of an innovation or knowledge economy is hindered. While innovation can be top-down (large-scale and research led) or bottom-up (experimental, user led, and local), most countries with knowledge economies such as Finland's, have strong bottom-up innovation cultures, and bottom-up innovation cultures begin with education.

If education systems are to contribute to the development of innovation and knowledge economies in MENA countries they should nurture learners' creativity and ideation, problem solving skills, and encourage collaborative learning. These skills acquired at a young age support new enterprise development through a flexible and adaptable attitude to different circumstances, the exercising of initiative and self-directed learning, productivity and accountability (goal setting), and the skills and attitude to make things work.

In short, all of the qualities required of entrepreneurs and good business people, which is the kind of human capital MENA

countries need, to attract more foreign investment and to nurture small and medium enterprise.

Recent reports also stress the necessity of linking industry to Technical and Vocational Skills Development (TVSD). As the data from Tunisia and many other African countries demonstrates, despite outdated TVSD curricula, TVSD graduates still find employment in greater numbers than university graduates. Recent studies by the World Bank, McKinsey and UNESCO⁵ confirm that upgrading the TVSD sector in itself will not be enough to produce young people with relevant skills to sustain the economic growth of emerging economies. Industry must be engaged in the TVSD reform process so that changes to curricula and the mode of delivery of curricula can be informed by in-depth knowledge of the kinds of skills that are demanded by knowledge based and technical industries.

According to the African Economic Outlook (2012), 21 African countries have dysfunctional youth employment programmes including Tunisia, Algeria, Libya and Egypt, with Morocco being the only country studied in which youth employment programmes are functioning properly.

But there is another problem underlying the shortages of relevantly skilled young people. The UNESCO Global Monitoring Report (UNESCO, 2012) revealed that in 30 out of 59 African countries studied, half of the youth lack foundation skills (numeracy, literacy and social skills), that should be acquired at primary school level.

While the acquisition of foundation skills at primary school level remains a challenge, the development of TVSD skills will also suffer from setbacks. Addressing gaps in foundation skills development, creating better linkages between industry and TVSD, and embedding a bottom-up innovation culture in education systems, will in time, produce the human capital required to usher in innovation and knowledge societies in MENA countries. However, with population growth in the region showing no signs of slowing, but in fact accelerating, the need to reform the education system is nothing short of imperative.

About the author

Niamh Brannigan is a communications specialist born and raised in Dublin, Ireland, and now living in Nairobi, Kenya where she works for an international NGO.

The author would like to acknowledge the contribution of Dr. Jyrki Pulkkinen, Senior Advisor to Finland's Ministry for Foreign Affairs and Jussi Karakoski, Senior Education Advisor to Finland's Ministry for Foreign Affairs for their inputs to this article.



¹ <http://www.weforum.org/community/global-agenda-councils/youth-unemployment-visualization-2013>

² <http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/MENAEXT/o,,menuPK:247619~pagePK:146748~piPK:146812~theSitePK:256299,00.html>

³ <http://www.weforum.org/community/global-agenda-councils/youth-unemployment-visualization-2013>

⁴ <http://www.weforum.org/community/global-agenda-councils/youth-unemployment-visualization-2013>

⁵ McKinsey Global Institute, 2012. Africa at Work: The private sector is the only long-term solution to creating stable jobs, raising living standards and reducing poverty: McKinsey Global Institute. The World Bank, 2013. World Bank Development Report Jobs, Washington: The World Bank Institute. UNESCO, 2012. Scaling up existing models of TVET provision to include more young people and adults is not the solution -> Paradigm shift that includes the active involvement of relevant actors, such as industry: TVET to TVSD. Shanghai, UNESCO. UNESCO (2012) Global Monitoring Report: Youth & Skills – Putting Education to Work [Online] available from UNESCO at: <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/reports/2012-skills/>, retrieved 7 February 2013

Understanding the future of education from a technological perspective

by Michell Zappa

The mg Times

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(see www.issuu.com/jpsc/docs/themgtimes4)
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Why look at the future of technology in education? Because education holds a responsibility with society to anticipate the real-life skills students will need throughout their lives – and technology fundamentally underpins the disruption in tools learners will need to deal with an increasingly complex future. Educational methodologies tend to be formalized only after professional practices have been defined: the first true engineering students graduated only after many bridges had been built. And the first doctors received their diplomas after many corpses had been dissected and diseases cured.

With technology, however, that dichotomy is different. Fast-paced innovation and perpetual change in areas pertaining to emerging technology creates a scenario where the master needs to keep abreast with ongoing changes to remain ahead of their students. Computer science, while sometimes offered in a traditional context of classrooms and teachers, is most often taught between peers online. Programmatic problems that did not exist five minutes ago are posed and resolved on forums, where the roles of teacher and student become interchangeable.

This decentralized mode of ad-hoc teaching is the driving force behind accelerating change, but might also offer the solution for us to keep on top these rapid revolutions. When Biology class starts moving into Biotechnology, or when Physics turns computational, or when lessons in Ethics are complemented with lessons in Privacy, the old models won't work. Relying on decade-old information, year-old textbooks



About the author

Michell Zappa is a global emerging technology strategist. His research develops plausible scenarios by drawing on current trends, technological imperatives and a degree of Sci-Fi inspiration. He works to guide both corporations and public institutions in making better decisions about their future.

or month-old articles won't work. Most social fundaments will not change in our lifetimes – but school faces no difficulty in teaching these. What will change is the surface, the mores that drive the expectations of younger generations. The way in which they adopt and adapt new technologies without letting these changes uproot their values.

As an educator, knowing exactly what is changing, but also where things are likely to be heading becomes doubly important: to keep up with the culture of students, but fundamentally to help guide them through such rapid changes.

If, as an educator, you find yourself mixing up Facebook with FaceTime – or mistaking Twitter for Tumblr, know that the revolutions are only just beginning.

This visualization attempts to demonstrate a series of emerging technologies that are likely to influence education in the upcoming decades. Despite its inherently speculative nature, the driving trends behind the technologies can already be observed, meaning it's a matter of time before these scenarios start panning out in learning environments around the world.

Envisioning the future of education technology

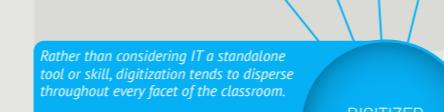
Education lies at a peculiar crossroad in society. On one hand it has the responsibility of anticipating real-life skills by preparing us for an increasingly complex world – but education methodologies can only be formalized after practices have been defined. This dichotomy is particularly aggravated when it comes to technology, where fast-paced innovation and perpetual change is the only constant.

This visualization attempts to organize a series of emerging technologies that are likely to influence education in the upcoming decades. Despite its inherently speculative nature, the driving trends behind the technologies can already be observed, meaning it's a matter of time before these scenarios start panning out in learning environments around the world.

Classroom

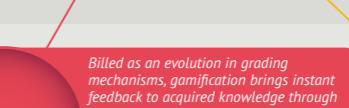
The prevailing paradigm of a single teacher addressing dozens of students unidirectionally in a physical setting.

2012



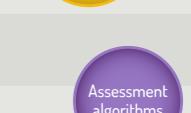
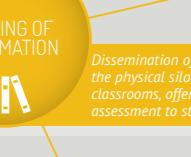
Studio

Peer to Peer learning environments where groups coalesce to discuss, learn and solve problems with each other and the teacher serves as a facilitator.



Virtual

Disembodied environments, where learning, discussion and assessment happen regardless of physicality or geography.



65% of today's grade school kids will end up at jobs that haven't been invented yet

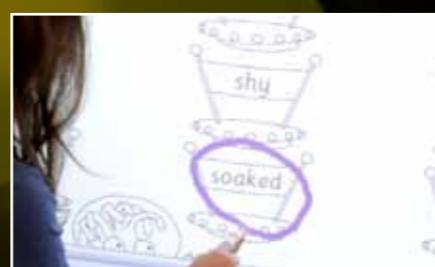
United States Department of Labor:
Futurework - Trends and Challenges for Work in the 21st Century

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interactive whiteboard



*The way we educate
hasn't changed...
But the tools we use has.*



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Over the years we have witnessed the continued development **from slate tablets, to chalk boards, to whiteboards, to interactive whiteboards and all the way back to tablets**. But today these tablets are touch-screen tablets and connected to unlimited educational resources.



The past

The future is Bi-bright

We still have classrooms filled with eager young students, but the environment has become more engaging, responsive and instantaneous. The use of interactive learning tools has been adapted throughout the modern world, and is delivering improved teaching. Teachers have become far more efficient, saving time and delivering enriched curriculum materials. **Students absorb information much faster and their retention is proven to be even greater.**

When designing and investing in a new classroom environment the first principle should be one of making that environment "future proof". Investing in the technology that is compatible with and also makes the most of the next generation of teaching resources. Our research shows that these resources are being written for a touch screen connected environment. Where the teacher presents using touch screen technology such as an interactive whiteboard, the student is using a tablet device all of which are connected to each other and the wider world.

This new environment needs careful and simple administration to enable the teachers to teach and the learners to learn. Effective network administration needs to be user friendly with efficient firewall, content and spam filtering.

This complete future proof teaching environment is available through Bi-Bright. But what makes Bi-Bright the ideal partner for delivering your solution? Bi-Bright is part of Bi-Silque the Portuguese specialist manufacturer of visual communications products.

We have been supplying teaching equipment for almost 40 years which is as far back as the black board, but not quite the slate tablet. We understand the unique needs of the products that are used in schools. Our European manufactured products are designed for very demanding frequent use, are of high quality and robust. They are also simple to install, simple to use and virtually maintenance free.

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Graeme Gladwinfield
Bi-Silque - MKT Director



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A year in the life of ArabBrains

At ArabBrains we relish the task of covering all things education, technology, business and innovation in the MENA region. As we welcome you to the Arab Education Summit, editor Marc Mcilhone looks back over some of the great stories he's featured on our website this year.

Since becoming editor of the Brains Network (including ArabBrains, AfricanBrains, ChineseBrains and AustralianBrains) in October 2011 I have been constantly impressed by the incredible ingenuity displayed within the spheres of education, technology, business and in the MENA region.

Over the past year we've published a diverse range of stories showing how innovation in these areas makes a real, practical and sometimes life-changing difference to people from all walks of life and I'd like to share some of them with you now.

To Infinity and Beyond!

An exciting partnership between the Institute of Applied Technology and Space Ed-Ventures in the UAE has just produced the first all-female team to train at Space Center Houston in the US.

They took part in a concentrated seven-day aerospace engineering and technology training program and then returned to give a presentation on their exciting adventure to the American ambassador Michael Corbin in Abu Dhabi.

The ambassador said the success of the trip highlighted the strong educational and cultural bond that the United States enjoys with the UAE and the role universities play in empowering women and supporting their education.

The Institute of Applied Technology has been working with Space Ed-Ventures since the latter's launch in early 2012 and the two in collaboration have sent a total of 84 students on this dynamic and engaging educational training program.

The Next Movers and Shakers

In late November last year the Bahrain-hosted Young Arab Leaders (YAL) organisation called on aspiring

entrepreneurs and ambitious young people starting their own businesses to sign up for the Global Enterprise Week (GEW) conference.

"New and young firms represent a significant segment of the economy of Bahrain and the region" - Jonathan Ortmans, President of GEW

It consisted of a diverse range of events supporting YAL's aim to create a culture of entrepreneurship in the Arab world. The events helped shed light on local business success stories, giving budding entrepreneurs the chance to meet and be mentored by top entrepreneurs from Bahrain and the region. There were also interactive workshops run by the Social Media Club of Bahrain which introduced entrepreneurs to the best social media platforms and how to use them effectively to promote their businesses.

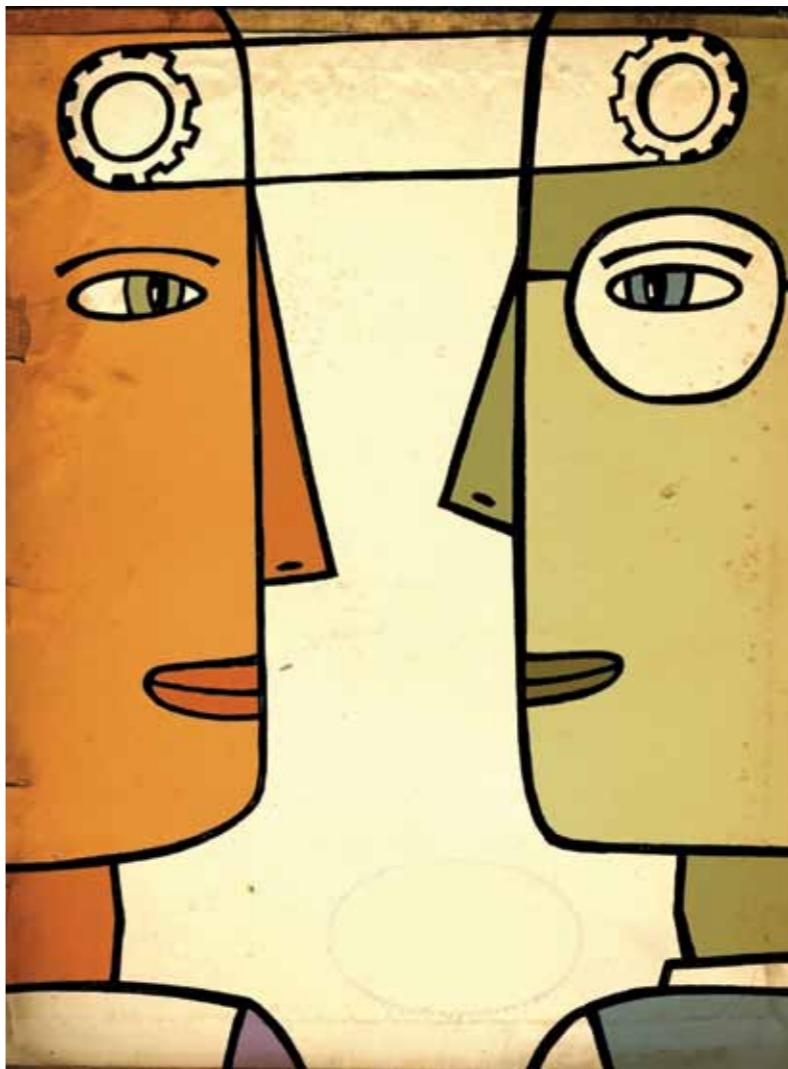
This was the fourth year YAL Bahrain organised the Bahrain conference during Global Enterprise Week - a worldwide initiative celebrated by over 125 countries across the world.

Innovative Young Talent

Some serious young talent will represent Egypt this May when the Intel International Science and Engineering Fair (Intel ISEF) takes place in Phoenix, Arizona, USA. The world's largest pre-college science research competition takes place between May 13 and 17 and delegates, aged between 14 and 18, will share their projects with others from more than 60 countries around the world.

A total of six innovative projects were selected from nearly 2,000 showcased at two fairs held in Cairo and Alexandria, Egypt, as part of the Intel Egypt Tomorrow initiative, supported by the Egyptian Ministry of Education. The initiative is committed to improving society through the innovation of education as well as the encouragement of young people to think creatively and become young entrepreneurs.

Just some of the winning projects include a MATLAB computer algorithm to help detect cancer, a system designed to protect ships from a hull breach and, rather remarkably, a method of using propolis from bee honey to help speed up wound healing in diabetes patients!



The wider Intel ISEF project is the world's largest high school science research competition and participation has increased year on year since its launch in Egypt in 2005. More than 1,500 students from 65 countries will compete for prestigious awards and prizes exceeding USD 4 million.

Arab Youth Debate Arab Unity

In December last year "Musabaqat Munathara", an online debating competition, attracted more than 100 youth participants from Jordan, Palestine, Tunisia, Egypt, Algeria, Morocco, Libya, Iraq and Lebanon.

Young people were invited to voice their opinions in 99 second videos on the chosen debate topic- Arab Unity. These were then viewed online and voted for by members of the public. Votes then determined which videos moved up the rankings through different phases. The top two then participated in a live panel event in Amman at Princess Sumaya University of Technology (PSUT), where they debated on an equal footing with prominent opinion leaders including Abdel Bari Atwan, chief editor of Al-Quds al Arabia newspaper.

The Munathara Initiative was founded in 2011 and is based in Tunisia. It aims to address the need for an independent, innovative, fair and representative debating forum in which

"If we teach today as we taught yesterday, then we rob our children of tomorrow."
John Dewey

anyone can voice their opinion, regardless of social status, gender, education, or even location.

"Debating should no longer be a privilege. It is everyone's right to be heard and engage in constructive debate to find solutions to some of our most pressing challenges", said Belabbes Benkredda, founder of The Munathara Initiative.

I hope you have enjoyed reading about just a few of the great examples of how the future is bright for the youth of the MENA region. The combination of entrepreneurial spirit, open mindedness and technological innovation in the region has created a dynamic powerhouse ready to take on whatever challenges the future brings.

Enjoy the summit!



About the author

Marc Mcilhone joined the ArabBrains team as Editor in November 2011 sourcing news and features content and overseeing the work of the site's contributors. Marc's work is informed by his technical background in architecture having worked for some of the UK's leading practices on projects within the education, healthcare and housing sectors. Marc has a particular interest in how Arab innovators are creating sustainable solutions that have a positive impact on people's everyday lives. editor@arabbrains.com

Helping students to think SMART

Sales of smart tech devices are soaring in the Middle East, and many schools are starting to embrace the technology many of their pupils already carry in their pockets. Initiatives that integrate smart devices into learning are set to boost the region's educational standards by giving institutions access to a far greater choice of teaching tools.

In an effort to enrich the student experience, governments across the Middle East are turning to increased integration of ICT in schools.

In April last year, HH Sheikh Mohammed Bin Rashid Al Maktoum launched an innovative new reform, the Smart Learning Initiative (SLI). The objective is to provide every pupil with a tablet PC and access to a high speed 4G network by 2017, integrating teachers, students, parents and administrators into a single e-platform.

The "Dhs billion" initiative is part of the UAE Vision 2021 and will be introduced in four stages over five years.

The launch of the SLI marked the largest national mobilization of mobile learning for higher education in the world. Third Generation iPads were used by roughly 14,000 new and Foundation Program students across three UAE Federal Higher Education institutions - The Higher Colleges of Technology, United Arab Emirates University and Zayed University.

Speaking at the launch, Sheikh Mohammed stressed that the basic development of education was a "national necessity for sustainable development", and said the government would continue to invest in "the human factor and its development".

Student Khaled Mohammed Ahmed Al-Hantoubi enthused over the higher leadership's investment in education, saying "This is very motivating to students and will contribute in raising their

spirits now and in the future. It will also encourage students to use modern devices in education, and keep pace with the constant progress and prosperity of our country"

The SLI is part of a growing trend in the region, as schools at all levels strive to capture the interest and imagination of students by assimilating smart technologies into the classroom and curriculum.

Last year also saw the debut of BETT Middle East, the regional edition of the world's leading education sector exhibition and conference, endorsed by the Abu Dhabi Education Council (ADEC). Over 100 companies exhibited e-learning solutions at the event, proving a significant drive from 3rd parties to promote the use of smart technology within the region's education system.

Sufian Dweik, regional manager at Brocade Communications and one of the exhibitors said that "with the proliferation of modern smart devices, the education sector is ripe for change. The old 'one size fits all' classroom paradigm of a teacher lecturing to a classroom full of students cannot hope to compete with the ways that today's digital natives learn on their own".

Supplying students with tablet computers isn't the only option available - in fact many students already own smart devices. 2013 is set to be the first year that smartphone sales outstrip their older counterparts, as part of a growing trend that will lead to their inevitable dominance of the global market. Data from the fourth quarter of 2012 shows that shipments hit a record high of 44% of the marketplace, and with smartphone numbers growing by almost 40% year-on-year every quarter, they're predicted to outsell more primitive handsets by the end of the first quarter of 2013.



This trend is also being reflected in the Middle East market. Sales in the UAE have been forecast to grow annually at 7 percent, and smartphones make up more than 40 percent of the overall market. Research also shows that 72% of smartphone owners in Egypt, Saudi Arabia, and the UAE are less than 34 years old, with a significant portion of those still in education.

So if the majority of your students already bring phones to school, why not put them to use in the classroom?

As smart devices become more pervasive, the landscape of education is adapting to accommodate them. Smart applications can create an interactive learning environment, empowering students and educators, and providing new tools to make the classroom experience more dynamic.

They can offer more personalised and creative teaching lessons, with not only high speed internet access, but also specialised learning applications and teacher support. In a true 1:1 classroom, students have individual laptop computers, tablets, or smartphones, and are able to simultaneously view streaming video content from the web. Each individual student is able to view and work with the content in his or her own way, and also is able to work more closely with the teacher in one-on-one sessions.

SLI students can connect with the school intranet from anywhere on campus, and also log in outside of school. Using an interactive E-board's software, teachers can share content, conduct tests, monitor and control students' devices and share a particular student's work with others by importing their content onto the E-board.

Schools are also using innovative websites like 'Poll

Everywhere' and 'Text the Mob', allowing the teacher to create a set of questions students can respond to with an SMS message. Results can be displayed instantly as a graph via an LCD projector or interactive whiteboard, enabling the teacher to gauge the level of student understanding instantly.

Recent initiatives show that Governments and e-learning providers are beginning to realise the potential of using smart devices in education.

But as Valerie Thompson, chief executive of the UK based e-learning foundation says, "the huge capacity of technology to be tailored and personalised around the needs of individual learners is still in its infancy."

As technology evolves, so will our options of utilising it. Research into advancements such as increased bandwidth, augmented reality and flexible screens is being heavily invested in, so the possibilities offered by integrating smart technology into learning will only become greater with every passing year. And education institutions across the Middle East are now in a prime position to embrace this.



About the author

Patrick Hamilton's background is in digital audio technology. He works freelance for the BBC and is a much in-demand audio engineer for a wide range of live and corporate events across the UK.

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First universities portal launched for MENA

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The first ever search portal for universities in the Middle East and North Africa has been launched, and is set for international expansion. *Uni and I* offers a searchable list of regional universities along with key information on fees, facilities, scholarships, loans and registration procedures.

It also features photos and video tours. So far 675 of the 1,055 universities in the region are listed.

"In the region we don't have independent rankings, student ratings or access to information on what universities offer," Amer Tahboub, managing director at *Media and I*, *Uni and I*'s parent company, told *The PIE News*.

"With this site, however, you can review all the universities in Gulf Cooperation Council countries in under an hour."

He said the site would benefit high school-age students in countries from Turkey to Jordan and Morocco. It is available in Arabic and English, and will soon be in French. Universities can join for around US\$270 a year.

Media and I now plans to list the more than 18,000 universities worldwide on its site by 2014. It will also add features such as a student ratings system and social networking function. It even hopes to accept direct enrolments.

"There are a lot of universities websites but all are focusing on their regions," he said. "We are planning to be global. In higher education there isn't one website that covers the whole world."

In higher education there isn't one website that covers the whole world
Amer Tahboub



About the author

Dan Thomas previously worked as a freelance finance and culture journalist. He has also worked in communications in the international education industry.



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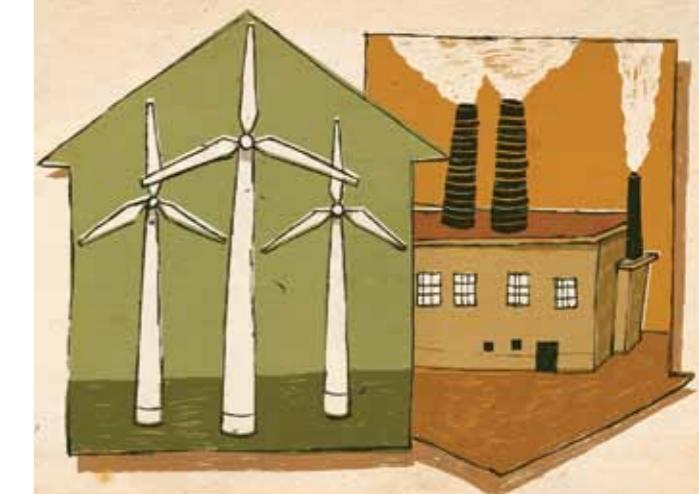


For more information: Education@its.ws

Jordan readies its first policy on climate change

SciDev Net

This article by Rehab Abd Almohsen originally appeared on www.SciDev.net on 15 April 2013.



Jordan is set to launch a national policy this month for mitigating and adapting to the impacts of climate change, making it the first Arab country to do so, according to its environment ministry.

The policy, a strategic document, recognises that women and children are particularly affected by climate change, for example because of its impact on food prices and the spread of disease at local and household levels.

Apart from gender considerations, the policy also addresses the status of other vulnerable groups such as poor farmers whose adaptive capacity is low.

The policy assesses the barriers facing climate change adaptation and sets out recommendations for national research priorities, such as water and agriculture.

It is also suggests solutions for a country that the World Bank ranks as the fourth poorest in the world for water resources.

"Enhancing connectivity between research and policymaking will lead to better environmental management," Ahmad Al Qatarneh, the secretary-general of the Ministry of Environment tells SciDev.Net.

His ministry has drawn up the policy in cooperation with the UN Development Programme (UNDP) and the Global Environment Facility, a financial mechanism for UN conventions on environment.

Al Qatarneh says the policy will include practical examples of adaptation, such as restoring Jordan's second largest river — the heavily polluted Zarqa River — to boost the country's water resources.

The policy will also suggest amendments to Jordan's environmental protection laws to strengthen its compliance with three UN conventions: on biodiversity, climate change and desertification.

Bafir Wardam, an environmentalist who is working

with UNDP as a project manager for the third national communication report on climate change in Jordan, tells SciDev.Net that the country's environment law has not been significantly revised since 2005.

In addition, he says, the lack of any climate change policy has prevented the country from receiving adaptation funds and donations.

In a possible foretaste of climate change's impact, Jordan was hit by floods in January. These resulted in the flooding of about 8,500 acres of farmland, according to the Jordanian Ministry of Agriculture, and demolished 500 Syrian refugee tents, according to the International Union for Conservation of Nature (IUCN).

"We always expected that Jordan would suffer from drought, but we were surprised that the opposite is what happened, as torrential rains swept through the country and sparked widespread flooding," says Mufleh Al Abbadi, a project manager at the IUCN's Regional Office for West Asia.

For example, one farmer's house was damaged and most of his farm animals killed, causing him more than US\$100,000 in losses, he says.

"The next step should be forming a permanent national committee to put policies into action," says Ahmad Abdel-Fattah, national project manager at UNDP-Jordan.

But he warns that the lack of government coordination may mean that Jordan's climate change policy remains ineffective. One solution is for NGOs to take the lead in its implementation, he adds.

About the author

Rehab Abd Almohsen currently holds an IDRC/SciDev.Net science journalism internship award.

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<https://education.emc.com/academicalliance>

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www.intaj.net

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www.moe.gov.bh



Egypt Ministry of Education

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digital citizenship and an informed society; the promotion of sustainable development and the strengthening of the national economy.

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www.mcit.gov.eg



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and different scientific organizations all over the world to achieve the harmony and integration in the fields of science and knowledge.

The following departments and offices are directly connected with His Excellency's Office.

Minister of Higher Education and Scientific Research office; Deputies Offices; Inspector General Office; Supervision and Scientific Evaluation Department; Cultural Relations and Scholarship Department; Studies, Planning and Follow up Department; Research and Development Department; Department Legal and Administrative Affairs; Department of Re-Construction and Projects.

www.en.mohesr.gov.iq



Jordan Ministry of Education

The Hashemite Kingdom of Jordan has a highly competitive human resource system to provide all people with life-long learning experiences relevant to their current and future needs in order to respond to and stimulate sustained economic development through an educated population and a skilled workforce.

Its goal is to create and administer an education system based on "excellence," energized by its human resources, dedicated to high standards, social values, and a healthy spirit of competition, which contributes to the nation's wealth in a global "Knowledge Economy."

www.moe.gov.jo



Jordan Ministry of Higher Education & Scientific Research

The Council of Higher Education was established in 1982 in response to the increased demand of regulating and planning the policies of higher education. In 1985, the council was renamed to the Ministry of Higher Education.

The ministry was annulled and was merged within the Ministry of Education in 1998, but was re-established in 2001 and was renamed as the Ministry of Higher Education and Scientific Research.

Following its re-establishment in 2001 the ministry was given a new responsibility of guiding the scientific research sector of higher education in Jordan. In 2005, the Scientific Research Committee was formed. Since 2006, the ministry issues several internationally peer-reviewed journals in cooperation with several Jordanian universities.

www.mohe.gov.jo



Jordan Ministry of Information & Communications Technology

Established in April 2002, the Ministry of Information and Communications Technology [MoICT] is the government entity responsible for articulating policy in the areas of Information Technology, Telecommunications, and Post in the Hashemite Kingdom of Jordan. The sectors within Information IT and Telecommunications are identified as particular drivers and enablers of economic and social growth. MoICT has overall responsibility

for the achievement of National goals and objectives within ICT, and has various means and relationships at its disposal through which to achieve them. MoICT accordingly has broad powers of oversight and action within the sectors that comprise ICT.

The Ministry, through a dynamic public-private partnership process, works to create, promote, and drive new ICT opportunities in Jordan, which will facilitate the positioning of the Kingdom as a regional player in technology adoption and development, a key step to creating a knowledge-based economy.

www.moict.gov.jo



Kurdistan Regional Government Ministry of Higher Education & Scientific research

The MHE's objective is to help Higher Education Institutions (HEIs) in Kurdistan to achieve excellence in teaching and research, and become internationally competitive; make higher education increasingly market orientated and to help future graduates to be competitive and highly employable.

The Ministry's strategy is to reform its management structure, that of HEIs and to help them become increasingly independent. To introduce

a Teaching Quality Assurance, based on student & staff evaluation and introduce mechanisms of monitoring performance. To review and modernise postgraduate studies, including Diplomas, MSc & PhD programmes. To review the diversity & distribution of specialties in Kurdistan Universities, and harmonise them with the labour market in the Region. To introduce audit mechanisms to ensure quality, equality, accountability and human rights. To review and introduce funding schemes for scholarship programmes, research, staff training and administration. To review and modernise the HE law.

www.mhe-krg.org



Lebanon Ministry of Education & Higher Education

The ministry provides educational policy frameworks centred around the following principles:

Promoting formal education; the "Protection of private education and strengthening state control over private schools" in line with the provisions of the Constitution and the laws and regulations; to emphasize the importance of integration between public education, vocational and technical education; the development of curricula;

enhancement of the teaching profession; the preparation of special programs for high achievers; the provision of kindergarten care; the strengthening of the role of educational media; the coordination of volunteer work for adult education and literacy and the development of services; educational and youth activities and sports and arts in schools and outside school and to encourage openness around the fruitful cooperation between the school administration and NGOs.

www.higher-edu.gov.lb



Libya Ministry of Education

The ministry's vision is for equal educational opportunities and for all members of society to be able to efficiently contribute to the sustainable development and effective participation in the national economy

The ministry provides quality education and a cultural educational incentive for all categories and at all levels. It has developed plans raise the efficiency of teaching staff in general and teachers in particular. It is also implementing educational programs supporting and encouraging each of the children and

young people, including special groups to contribute to the progress of Libya under the "Knowledge economy World"

Its values include: moral character; excellence and innovation; openness and learning; perfection; exchange of experiences and scientific research.

www.edu.gov.ly

Libya Ministry of Higher Education & Scientific Research



The ministry aims to provide appropriate opportunities for Libyans and Libyan women to take advantage of higher education and scientific research, to contribute in civic life and economic development and the social progress of Libya.

It aims to raise the level of higher education to meet the educational needs of students and society in the twenty-first century; to take care of vocational and technical education, development and linking it to the needs

of the future Libya in construction and economic development; to lift the efficiency of educational and research institutions and emphasize the need for commitment to international standards in accreditation and quality; to promote scientific research and its role in economic development for the benefit of the Libyan society; to encourage partnership and cooperation with scientific institutions of Arab and foreign and to ensure higher education remains accessible to everyone.

www.highereducation.gov.ly

ArabBrains welcomes the following International Organisations

Morocco Ministry of Higher Education, Scientific Research & Management Training



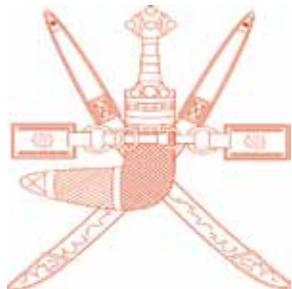
The Ministry of Higher Education, Scientific Research and Management Training develops and implements government policy in the field of academic education and scientific research. It ensures and monitors the execution in accordance with laws and regulations.

In collaboration with the ministries concerned with higher education institutions, it is also responsible for the planning, coordination and

evaluation of all training programmes for managers with the exception of those provided by the Ministry of Education.

www.essup.gov.ma

Oman Ministry of Education



The Ministry of Education aims to provide premium standards of learning, focusing principally on the education process and its key elements such as administration and strengthening educational facilities.

The Ministry of Education leads the mission to prepare a generation capable of carrying the nation's economic and social development duties. It provides all facilities, curricula, evaluation systems and high quality working force to serve all pupils in various education sectors along with deployment of modern technologies proportionate to Digital Oman Community Strategy. It also works with the private sector and

the community to serve education, devising the way for consistent modernization.

www.moe.gov.om

Palestine Ministry of Education



The ministry is responsible for overseeing the Palestinian education system. It seeks to provide enrollment opportunities for all those who are of school age, as well as improve the quality of teaching and learning in line with the developments of the times.

The ministry is aware of the importance of developing public education and improving its quality together with achieving quality standards with regard to university education. As part of its efforts to create an infrastructure in the field of vocational and technical training, the ministry has adopted a strategy which also includes the

development of the education system and vocational and technical training and human resources and the development of material resources and curricula, regulations and legislation relating to vocational education.

www.mohe.gov.ps

Saudi Arabia Ministry of Education



The ministry aims to provide opportunities for education to every citizen of learning age, according to his abilities and inclinations, and to facilitate these opportunities by providing the appropriate infrastructure and services. To design and execute projects that cater to the requirements of the Ministry such as construction of educational buildings, and renovation of existing educational sites, by investing capital sums in the private sector for the implementation of such projects. To improve the curriculum and

constantly upgrade the general education system so that it is in accordance with contemporary societal and industry requirements.

It is implementing educational and training programs for Teachers Colleges and others on the same level to improve their skills and enrich their experiences and is setting up night schools for elementary and secondary levels of education for adults. It is also developing national solidarity and national integration through a well-balanced educational curriculum.

www.moe.gov.sa

Tunisia Ministry of Higher Education & Scientific Research



The Ministry of Higher Education and Scientific Research is responsible for developing and implementing the higher education and scientific research policy; monitoring the activities of universities, higher education and research institutions and research structures; monitoring the university life of students and coordinating the activities of students' services offices and coordinating and following up the international cooperation actions related to higher education and scientific research. It is also responsible

for the supervision of the Tunisian National programmes on Scientific Research. It is committed to ease the execution of research programmes and to promote innovation and technological development; these goals are pursued by supporting innovative firms, underlining the results of research, strengthening partnership between research structures and firms and giving birth to an ambitious programme for the setting-up of techno-parks and nurseries of firms.

www.mes.tn

ALECSO



The Arab League Educational, Cultural and Scientific Organization (Alesco) is a specialized agency having its headquarters in Tunis.

The Organization, which works within the Arab League, is mainly concerned with enhancing and coordinating educational, cultural and educational activities in the Arab world. Alesco was founded in accordance with Article 3 of the Arab Cultural Unity Charter and its creation was officially announced in Cairo on 25 July 1970.

Among its various activities, subsidiary ALECSO institutions have been established across the Arab world and include: Arab Centre for Arabinization, Translation, Authorship and Publication; Arabinization Coordination Bureau; Institute of Arab Manuscripts;

Institute of Arab Research and Studies; International Institute for the Arabic Language.

www.alecso.org.tn

British Council



The British Council creates international opportunities for the people of the UK and other countries and builds trust between them worldwide. We call this work cultural relations.

We are on the ground in six continents and over 100 countries bringing international opportunity to life, every day. Each year we work with millions of people, connecting them with the United Kingdom, sharing our cultures and the UK's most attractive assets: English, the Arts, Education and our ways of living and organising society. We have over 75 years' experience of doing this.

In line with our Royal Charter, we aim to bring high quality English materials to every learner or teacher who wants them around the

world. We work with governments to transform whole education systems to increase opportunity and employability through English.

www.britishcouncil.org

JEI



The JEI works hand in hand with the Ministry of Education and Ministry of Information Communication Technology.

Its mission is to accelerate education reform through innovation to further add value to students, teachers and the education system, and effectively contribute in building a knowledge economy.

Its objectives are to improve the development and delivery of education to citizens through public-private partnerships; to introduce 21st century learning and teaching skills into the public education sphere, to encourage the development of an efficient public-private model for the acceleration of educational reforms in developing countries by bringing out the innovation of teachers and students

through developing and integrating ICT in the educational strategies and approaches. They also aim to build the capacity of partners for the development of innovative learning solutions in partnership with world class firms, and to expand innovation and research to accelerate and effectively support education reform and develop economic and business models.

www.jei.org.jo

ArabBrains welcomes the following Universities

Queen Rania Centre for Educational Technology



Queen Rania Centre for Educational Technology's vision is to deliver the development of educational reform plans to assist the mission of the Ministry of Education. It is also a key provider of e-learning and teaching support.

It's goals are to act as a comprehensive educational centre; to seek to facilitate and improve the education process. It supports teachers in their development. It acts as an educational initiatives centre in the field of digitizing learning and as a coordinator between the partners of the Ministry. It aims to be a leading knowledge source for teaching and learning and a centre for employment of educational technology and

educational practices. To act as a leading consultant centre; to implement policies and strategies and to transform the advisory committee's policies and decisions of the supreme substantive into procedural project and implementation follow-up plans.

www.qrc.elearning.jo

Queen Rania Teacher Academy



QUEEN RANIA TEACHER ACADEMY
أكاديمية الملكة رانيا لتدريب المعلمين

Queen Rania Teacher Academy (QRTA) is an independent non-profit institute committed to the vision of Her Majesty Queen Rania Al-Abdullah to empower educators with the skills, recognition, and support necessary to excel in the classroom, as well as promoting excellence in teacher education.

Since its launch in June 2009 it has worked on improving education in Jordan, its key partner being the Jordanian Ministry of Education (MOE), as well as stimulating educational advancement across the Middle East by introducing a number of quality teacher professional development programs.

To implement its strategic plans, QRTA has developed strategic partnerships with a number of internationally renowned organisations as well as a number of well-reputed universities in order to expand its reach to teachers, introduce quality professional development opportunities for teachers from all walks of life and catalyse effective teachers policy dialogue locally regionally and globally.

www.qrta.edu.jo

Regional Centre for Educational Planning



Regional Centre for Educational Planning's vision is to enhance the national capacity of the educational system in the region targeting a class world education.

Its mission is to enhance and support the endeavours of educational systems in the region through training, consultancy, and dissemination of knowledge in the realm of educational planning, management and leadership. Building human resource capacities and prepare them to implement / execute the best international practices in the area of education, under the auspices of UNESCO.

It's goals include developing and maintaining the manpower capabilities; developing financial standards and stimulating revenues;

developing administrative and technical operations in conformity with the best practices; supporting MOEs to develop their educational policies, educational planning and leadership; spreading knowledge with respect to educational planning and management and providing distance/remote training, consultancy advisory services in educational planning & management.

www.rcepunesco.ae

USAID



As **Jordan** is poor in natural resources, its people are its most valuable resource. The Governments of Jordan and of the United States have invested heavily in education throughout their sixty-year partnership. The largest portion of USAID's non-cash economic assistance goes to this sector. Jordan's achievements include high literacy and school completion rates for females as well as males.

Among the remaining challenges addressed by USAID-supported programs today are strengthening the public education system; improving the quality and relevance of education, and improving access to education; engaging parents in their children's education, providing more kindergartens/early childhood learning programs; equipping

students with career and life skills; and building/improving schools in underserved communities. are areas of special focus.

www.jordan.usaid.gov

Al-Azhar University, Gaza



Al-Azhar University, Gaza was established in 1991 to create a Palestinian national university to help future generations pursue their higher studies under the supervision of highly qualified staff; having previously been given limited access to Arab and international universities.

Since its inception the university has established postgraduate study programs towards a Master Degree in Pharmacy, Arts, Mediterranean Studies, Law, Education, Agriculture, Water Sciences

and Environment, Statistics, Accounting, Business Administration, Economic, Political Sciences, Chemistry, Biology and Mathematics.

Many students have joined Al-Azhar University-Gaza pursuing studies in different academic fields, and acquiring values to help them take part in the development of their community.

www.alazhar.edu.ps

Al-Quds University



Al-Quds University is a Palestinian university with campuses in Jerusalem, Abu Dis, and al-Bireh.

It provides higher education and community services within the Jerusalem area and to the neighbouring towns, villages and refugee camps in the West Bank. It has ten academic faculties on four campuses: Arts, Science and Technology, Medicine, Dentistry, Public Health, Law, Qur'an and Islamic Studies, Health Professions, Engineering, and Jurisprudence. These faculties accommodate

more than six thousand students from the Jerusalem area and from the districts of Bethlehem, Hebron, Jenin, Nablus, Ramallah, Tulkarem, and Qalqilia. The University maintains two Jerusalem campuses and administrative offices in the American Colony and in Beit Hanina. Since the Second Intifada many classes have been moved to Abu Dis. Other campuses operate in al-Bireh next to Ramallah and Tubas.

www.alquds.edu

An-Najah National University



An-Najah National University's mission is to advance learning, share knowledge and foster the skills needed in young men and women to succeed as persons and professionals in all spheres of life.

The University strives to equip its students with the skills necessary to be productive and creative members of the Palestinian society and to compete in the domestic, Arab and international work markets. An-Najah National University is dedicated to promoting understanding, providing the highest quality undergraduate and

graduate education, and serving as a leader in scientific research. An-Najah acts as a base for sustainable development by encouraging students and the University community to assume leadership roles and to participate in serving society.

www.najah.edu



The Arts, Sciences and Technology University in Lebanon

The Arts, Sciences and Technology University in Lebanon (AUL), is a private not for profit, Lebanese higher education institution adopting international education system that includes the American continuous assessment education system.

The University promotes universally accepted human, ethical and spiritual values next to the Lebanese culture. It

values intellectual inquiry, critical thinking, human integration, cross-cultural dialogue, integrity and solidarity.

AUL is committed to promote excellence in education services by being responsive to community needs and providing affordable, accessible, and appropriate education services; being a customer oriented institution and meeting the expectations of students, professors, staff and other academic organizations; providing the highest academic/ professional standards of education services with the help of qualified staff using advanced technology; providing

www.aul.edu.lb

Birzeit University



Birzeit University is a Palestinian Arab institution supervised and guided by an autonomous Board of Trustees.

It is committed to excellence and encourages creativity, experimentation, innovation, accomplishment, team work and respect for others.

The university endeavours to excel in higher education, scientific research, and service to the community. Since its establishment, the university has remained committed

to providing equal learning opportunities to qualified individuals and to prepare students for the workplace.

The university provides the appropriate environment for students to develop their personalities and realize their potentials in an open and liberal atmosphere that stresses Arab and Islamic heritage.

www.birzeit.edu



Jordan University of Science & Technology

Jordan University of Science & Technology's vision is to become a world-class university distinguished in high quality teaching and research which will secure a place among the top 500 international universities by the year 2012.

The university mission is to provide undergraduate and graduate students with broad, stimulating and rigorous education, professional

skills, basic and applied research, and knowledge that meets the needs of the labour market and enable graduates to compete nationally, regionally and internationally. The university emphasizes the need to promote and foster a multicultural university community to attract more Arab and international students. It is committed to academic excellence and community partnerships through curriculum, teaching methods, scholarships and services designed to achieve sustained national comprehensive progress.

www.just.edu.jo

British University in Dubai



The mission of the British University in Dubai (BUiD) is to establish itself as a provider of world class scholarship, education and research. In particular, BUiD aims to make a distinctive British contribution to the higher educational system in the United Arab Emirates through the creation of a high quality research-led university; offer the highest international competitive level of research-informed education in key modern disciplines; develop leading-edge research capabilities in key disciplines; interact with regional industry and

play a role in stimulating a knowledge-based economy in Dubai and the Emirates; and support the aspiration of the Dubai Government to become a hub for education and research in the region.

The University's vision is to be recognised and supported as Dubai's premier resource and focus for the reflective pursuit, inclusive accessibility, effective transfer and liberal application of scientific, academic and professional knowledge.

www.buid.ac.ae



Palestine Polytechnic University

Palestine Polytechnic University's vision is towards becoming the leading Science, Technology, and Innovation Global University by the year 2016. It aims to graduate a qualified labour force able to make a positive change and fulfil the needs and requirements of the community in scientific, technological, and research fields. Its mission is to provide innovative ideas and solutions; to strengthen the role of the scientific research and development in accomplishing sustainable and substantial

national growth; to attract qualified and ranked human resources and to reform the university environment and atmosphere.

Its main objectives include assuring quality in academic programs and administrative issues; encouraging scientific research; communicating efficiently with the local community and enhancing the university atmosphere and the extracurricular activities.

www.ppu.edu

Cairo University



Cairo University provides excellence in higher education services to meet the needs of the national, regional and international communities. It is effective in the continuous contribution to achieving Egypt's social and economic development. Its mission is to be accomplished through a commitment to international standards of excellence in the fields of education, research and community service, as well as the integration of personnel, technology and business systems, and the development of the university's human resources.

www.cu.edu.eg



Petra University

Petra University's vision is to aspire to be the university of choice, in Jordan and the region, for learners and scholars.

It aims to play a significant role in the progress of the nation through creating and disseminating knowledge & technology and preparing graduates who can positively towards their communities.

Its mission is also to create an academic, cultural and social environment that develops research opportunities; builds-up the

competence of members; provides an active community service, and prepares students to be capable of lifelong learning.

The university's values include the pursuit of knowledge for the sake of knowledge, providing equal opportunities to learn and excel; ensuring respect for others' opinions; motivating members for lifelong learning; encouraging teamwork and collaboration; treasuring creativity and achievements; advocating intellectual freedom. It is committed to social justice and social responsibility and is dedicated to leadership and accountability.

www.uop.edu.jo

Gulf University of Science and Technology



Gulf University of Science and Technology's vision is that it is both possible and desirable to establish an American-style, accredited, degree-granting university with campus locations in Kuwait. It aims to accomplish these goals by developing and maintaining a "student first" attitude and by providing a positive, creative work environment that respects diversity, new ideas and hard work. If

is committed to providing a distinctive education that emphasizes academic excellence; academic programs designed to ensure student success and the use of continual advances in information.

Its mission is to enrich the cultural, intellectual, academic and technological movement in the Kuwaiti, Gulf and Arab society; to meet the needs of the labour market; to participate in the continuous development of the community by undertaking academic research and field studies, and providing advice and experience to private and government bodies through participation in setting up technology parks.

www.gust.edu.kw



Philadelphia University

Philadelphia University's vision is to be one of the most highly recognised and well-known educational conglomerates in Jordan in the spheres of teaching and learning, research, and community services according to international standards.

The university strives to prepare graduates who are well-equipped with knowledge, skills and values and who are highly motivated to lifelong learning and capable of fulfilling contemporary requirements. It also aims to foster academic

research and graduate studies and support innovation plans.

Its values include dealing fairly with all and respecting individual's value, dignity and legitimate freedom; dealing clearly in all University procedures with students, academic and administrative staff; ensuring full compliance with professional morals and ethics; providing a sense of responsibility toward society. They also include accommodating innovative ideas and solutions in teaching and learning as well as academic research fields and ensuring the ability to demonstrate knowledge, skills and capability.

www.philadelphia.edu.jo

Hashemite University



Hashemite University's vision is oriented toward achieving an academic pioneering position and excellence in university teaching, scientific research, at both the national and regional levels, to serve society through its educational functions, and to participate in the advancement of knowledge.

The institution is committed to actively participate in achieving the goals of the comprehensive national development through preparing loyal men and women who are not only technically competent in their

professional fields, but also life-long learners who have a breadth vision, loyalty to their nation, and a sense of civic and moral responsibility and a devotion to the fundamental values of human life.

www.hu.edu.jo



Princess Sumaya University for Technology

Princess Sumaya University for Technology's mission is to graduate high quality professionals in the leading technological fields related to ICT, electronics, business, and communications.

It aims to remain amongst the top tier of teaching institutions for information and communications technology and electrical engineering in Jordan and the region in general; to develop its

range of academic activities to meet the changing industrial and technological needs of society at the national and international levels; to continue to attract and educate highly qualified students and recruit top faculty members; to maintain an entrepreneurial spirit amongst students, bridging academia with industry; to establish quality graduate programs in our fields of specialization and to establish a Centre of Research and Development in ICT.

www.psut.edu.jo



Qatar University

Qatar University is an intellectual and scholarly community characterized by open discussion, the free exchange of ideas, respectful debate, and a commitment to rigorous inquiry.

All members of the University - faculty, staff, and students - are expected to advance the scholarly and social values embodied by the university.

Its vision is to be a model national university in the region, recognized for high-quality education and research and for

being a leader of economic and social development.

Its mission is to provide high quality undergraduate and graduate programs that prepare competent graduates, destined to shape the future of Qatar. The university community has diverse and committed faculty who teach and conduct research, which addresses relevant local and regional challenges, advances knowledge, and contributes actively to the needs and aspirations of society.

www.qu.edu.qa



الكلية الجامعية للعلوم التطبيقية
University College of Applied Sciences

Leader of Innovation

University College of Applied Sciences, Gaza

University College of Applied Sciences, Gaza is a Palestinian academic institution of higher-education. It was established in 1998 as a technical and vocational education College and is currently accredited by the Palestinian Ministry of Education and Higher Education as a University College offering Bachelor and diploma degrees. Its vision is to become the leading college

in the region providing distinguished training in technical and vocational education focusing on applied sciences.

Its mission is to provide the various sectors in Palestine and the region with its needs for highly-qualified and skilful professionals; thus participating in building a modernized state. Its aims include opening new majors based on local and regional job markets; developing the performance of our academic and administrative staff; providing state-of-the-art learning facilities and establishing and maintaining strong relations with local and international partners.

<http://en.ucas.edu.ps>

University of Jordan

The University of Jordan is both a modern as well as old institution of Higher Education in Jordan. Established in 1962, its vision is to manage society in order to make UJ one of globally ranked universities by 2018.

Its goals include graduating outstanding students who can excel in public competitions, job markets and postgraduate programs; excelling in the academic and institutional aspects at all graduate levels. It aims to promote the spirit of loyalty and pride amongst faculty members, staff and students. Ensure a readiness for accountability by

higher education officials and a commitment to the laws and regulations. To provide a safe, healthy and stable learning environment that encourages all to excel; providing research production and postgraduate programs. To strengthen ties with the local community, Arab and regional educational institutions and bodies.

www.ju.edu.jo



The University of World Islamic Sciences



The University of World Islamic Sciences seeks to combine knowledge and virtue based on faith and wisdom. It aims to be a leader in its methodology and plans being one of the most prestigious universities in the Arab and Islamic region. Through Islamic Civilization Research and Islamic thought, it produces diligent scholars in various disciplines

of forensic science and the human and natural resources, armed with science, faith and high professional ethics.

The university aims to provide Arab and Muslim graduates able to highlight Islam and Muslims in all matters relating to faith, law, science, thought and civilization and Islamic art and architecture, including contribution to the Islamic civilization project.

www.wise.edu.jo



Yarmouk University

Yarmouk University has carved a unique niche for itself in northern Jordan through the diversity of its programs which aim to strike a fair balance between the humanities on the one hand and science and engineering specializations on the other. It aims not merely to produce degree-holders but rather productive citizens with integrity, vision, reasoning, tolerance, and a sense of purpose.

It offers courses and training programs for both students and staff through its centres, and by partnering with business, industry, NGO's

and other local or foreign institutions. Research is also one of Yarmouk University's top priorities, especially within the context of Jordan's social, economic, environmental, and developmental needs. The recent establishment of technology transfer offices in public universities has served to encourage the commercialization of research findings and inventions – a development that many researchers find appealing and which the university provides.

www.yu.edu.jo



Zewail University, Cairo



Zewail University aims to serve Egyptians through creating, communicating, preserving and applying knowledge, science, and academic values, and in developing leaders and citizens who challenge the present and enrich the future.

Its programs are responsive to the changing needs of society; relevant to the goals of its students and community partners; rich in opportunities for independent and collaborative study and research; and

reflective of the traditions of excellence, innovation and leadership that distinguish the university.

It provides a strong foundation in science and engineering; the knowledge and skills essential for career and personal success. It integrates teaching, research and service in ways that enhance the learning experience. It provides a dynamic environment where innovation, openness, and creativity are fostered. It uses advanced technologies to meet changing educational needs and establish links with the global community and establishes partnerships with business, industry, educational institutions, and government agencies.

www.zewailcity.edu.eg/zewail-university

ArabBrains welcomes the following as Media Partners

AME Info



AMEinfo.com is a leading provider of news and business information in and about the Middle East region featuring a wide range of news and services covering fourteen countries. Our readership includes ABC Electronic audit: 2,475,165 Unique Browsers (March 2012) from more than 150 countries worldwide.

www.AMEinfo.com

Checkpoint eLearning



CHECKpoint eLearning – The Portal and Newsletters geared to target groups in the eLearning market: – Supplies essential knowhow for decision makers working in human resources; for professional providers of eLearning technology, contents and consultancy; for universities and representatives of research institutes; for trainers and tutors; for schools. CHECKpoint eLearning provides you with continually updated information on trends and developments in the field in the international markets.

www.checkpoint-elearning.com

Developing Telecoms



DevelopingTelecoms.com focuses on communications developments and solutions in emerging markets in Africa, Asia, Central & Eastern Europe, Latin America and the Middle East. With over 10,500 website visitors per month and 15,000 e-newsletter subscribers, we keep senior executives in the communications ecosystem informed about their business. In addition to daily news updates and features DevelopingTelecoms.com carries case studies, white papers, interviews, video and banner advertising for leading companies. Follow us on twitter, RSS and sign up to our e-newsletter at

www.developingtelecoms.com

Meed



MEED has been providing business intelligence to companies operating across the Middle East, since 1957, through MEED magazine and MEED.com.

By providing in-depth analysis and news, explaining data trends and through our tenders service, MEED's sector and country experts ensure that subscribers are in the best position to act ahead of their competition to win new business.

Education and technology are becoming more important to this fast-developing region. Governments across the Middle East want to ensure that the next-generation has the skills and knowledge to meet future business and economic growth. With

increasing reliance on technology across all sectors, including education, and a youth population growing at 3% a year, MEED's market insight allows educators, investors and employers to gain a competitive advantage in the evolving Middle East market.

www.meed.com

The MG Times

The mg Times

The mg Times is a quarterly magazine published both in English and Spanish, with a circulation of 20,000 copies and more than 120 thousand page views online. The mg Times is a free publication, distributed worldwide to educational and governmental leaders, BDMs, LOEMs, Telcos and all those interested in Education and Technology.

By exploring the pages of The mg Times, you will find all kind of articles and stories about Education all around the world and how it is increasingly linked to Technology. Proudly, we have already had contributions from several leading authorities on technology, innovation, social media, education, sociology and politics:

The PIE

THE PIE

Professionals in International Education

Ahlin Byll-Cataria, Andreas Schleicher, Anthony Salcito, Bob Geldof, Bruce Dixon, Conrad Wolfram, David Colhart, David Truss, Don Tapscott, Gavin Dykes, Geoff Mulgan, Greg Butler, Kapil Wadhwa, Kirsti Lonka, Leonardo Garnier, Lucy Molinar, Maria Teresa Lugo, Michell Zappa, Miguel Brechner, Rui Lima, Russell Quaglia & Steven Paine.
Issue 4 available here –

www.issuu.com/jpsc/docs/themgtimes4

The PIE Review is a fresh, stylish, printed magazine distributed at key industry events in the spring and autumn, available to download online and to subscribe to for mail order.

www.thepienews.com
www.thepiejobs.com
www.thepietalent.com
www.thepiereview.com

Roya TV



Roya TV is a Jordanian television channel which communicates through software addresses to the young and the whole family. It aims to be the first choice for information and entertainment programs.

They offer a range of diverse programs, which meet many of the concerns of the public including technology, comedy, music, drama, also working to provide news 24 hours a day for viewers to inform them about any local events and new sports. In addition to that vision Roya TV has taken upon itself since its inception to address the most pressing issues such as the environment and money and local affairs through many

programs that ensure permanent viewers see the latest news stories, recreational, cultural, sporting and other.

www.roya.tv

SciDev.Net

SciDev Net

SciDev.Net – the Science and Development Network – is a not-for-profit organisation dedicated to providing reliable and authoritative information about science and technology for the developing world. Through our website we give policymakers, researchers, the media and civil society information and a platform to explore how science and technology can reduce poverty, improve health and raise standards of living around the world. We also build developing countries' capacity for communicating science and technology through our regional networks of committed individuals and organisations, practical guidance and specialist workshops. SciDev. Net's vision is to achieve better-informed decisions by individuals and

organisations in the developing world on science and technology related issues, and thus the better integration of scientific knowledge and technological innovation into policies, programmes and projects intended to achieve sustainable development at all levels of society.

www.scidev.net

TAG

TAG Educa News Agency

The News Agency, a member of TAG-Org, is a specialized media outlet that sheds light on all-education related issues; latest developments, technologies introduced and academic institutions and their activities.

The News Agency establishes links between scholars, education specialists and students in both government and private sectors all around the world.

It is exclusive to education news, articles, analysis and reviews to meet the latest updates in the field and help the world acknowledge the achievements in this field. The News Agency also acts as a link between students and educational

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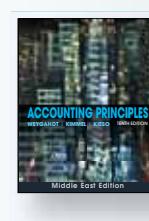
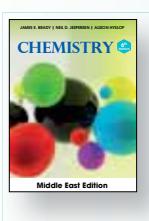
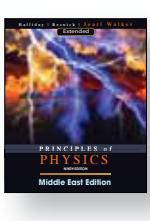
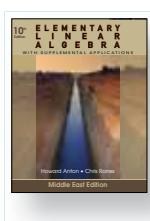
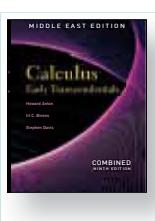
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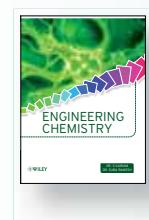
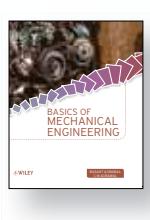
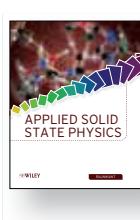
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