With more than one quarter of the population of the UAE under the age 14, the future of school education...
in this Emirates is of enormous importance. Essentials of School Education in the United Arab Emirates examines various vital issues at play in the educational sector, including the role of national policies and legislation in developing the education system and the relationship between Emirati society and the education process. It also explores domestic and international advances in the philosophy and practice of education, as well as the fundamentals of teacher training and student development, identifying necessary reforms with respect to the role of technology in education and efforts to maintain high educational standards. By highlighting the importance of research and development related to education in the UAE, this book is essential for all those interested in the development of the Gulf, and the wider Middle East.

This volume investigates the agendas and initiatives for using education to transition Gulf communities from being dependent on natural resources into knowledge societies. This volume presents information, case studies and empirical research about the development of information-based economies across the Arabian Gulf as a whole. Enhancing Teaching and Learning in Higher Education in the United Arab Emirates: Reflections from the Classroom captures the endeavours that professors from different disciplines at the American University of Sharjah (AUS) have undergone to enhance the learning opportunities for their students. All the authors have deliberately chosen to approach teaching with inquiry and enthusiasm to do this. In every chapter, the authors take a scholarly, reflective approach to explain and examine the innovative techniques and methods which they have employed to identify the needs of the students in order to offer opportunities for them to better understand the subject material. Through topics ranging from introducing active learning techniques to examining the effect of technology on the learning process, the authors describe, evaluate and reflect upon their teaching practice. The fifteen chapters provide inspiration for teaching excellence by combining insight and experience to invoke enthusiasm for and dedication to outstanding teaching, and a commitment to the Scholarship of Teaching and Learning in institutions of Higher Education world-wide. This book examines the immediate business need for the Centre of Excellence for Applied Research and Training (CERT) for the field of education and training in the United Arab Emirates (UAE). This study used the gap analysis problem-solving framework (Clark & Estes, 2008) to help achieve the goal of formalizing business approaches with
the police and defense industry. The purpose of this study was to identify the knowledge and skills, motivational, and organizational issues causing a gap in CERT’s project managers' performance within education and training department in terms of achieving the targeted goal. This book addresses issues surrounding writing centers in the Arabian Gulf region. Including a foreword by Professor Ken Hyland, it brings together a number of thought-provoking chapters on the history, concept, and ground realities coupled with critical comparative discussions of writing centres in the region. The book begins by offering critical historical accounts of writing centers in the Gulf countries, before moving onto empirical research and reports on pedagogical practices that vividly capture the on-the-ground realities faced and experienced by different actors. These accounts serve to highlight how the writing centers vary between countries, as well as how they differ from the more well-known writing centers in the US and the UK. Finally, the book explores what sort of commonalities and differences the current trend of writing centres is producing within and between the six countries of the Arabian Gulf. This book will be highly relevant to those involved with writing centres along with directors, policymakers, researchers and teacher educators in the fields of Education and Sociology, particularly those with an interest in the Arabian Gulf area. Education hubs are the newest development in the international higher education landscape. Countries, zones and cities are trying to position themselves as reputed centres for higher education and research. But given higher education’s current preoccupation with competitiveness, branding, and economic benefits are education hubs merely a fad, a branding exercise, or are they an important innovation worthy of serious investment and attention? This book tries to answer the question through a systematic and comparative analysis of the rationales, actors, policies, plans and accomplishments for six serious country level education hubs - United Arab Emirates, Qatar, Malaysia, Hong Kong, Singapore and Botswana. The in-depth case studies shows that "one size does not fit all". A variety of factors drive countries to prepare and position themselves as an education hub. They include income generation, soft power, modernization of domestic tertiary education sector, economic competitiveness, need for trained work force, and most importantly a desire to move towards a knowledge or service based economy. In response to these different motivations, three different types of education hubs are being developed: the
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student hub, talent hub, and knowledge/innovation hub. Scholars, policy makers, professionals, students and senior decision makers from education, economics, geography, public policy, trade, migration will find that this book challenges some assumptions about crossborder education and provides new insights and information. The UAE has long prioritized education within its development plans, with the aim of creating a diverse and competitive economy based on improvements in the efficiency and quality of educational output. This book examines the various challenges of educational advancement on which success over the coming decades depends. Such challenges include diversifying the student population, schools, and curricula; improving the quality of the school environment; overcoming the limitations of traditional methods of education; creating effective approaches to development, evaluation, and assessment; improving educational guidance for students; and achieving greater family involvement in the educational process in an attempt to promote high levels of educational attainment, self-confidence, and a sense of citizenship. By analyzing the present state and future challenges to education in the UAE, this book is essential for all those interested in the development of education in the Gulf, and the wider Middle East. Most experts would agree that creating a first-class, modern education system is essential to achieve comprehensive national development. To this end, the United Arab Emirates has taken initiatives and launched projects that focus on improving the education system in the country, linking them to development, as per international standards, and to the needs of the labor market. As the UAE seeks to implement its ambitious development plans, all concerned parties must focus on enabling the education system to realize these goals. To help serve the UAE’s national education and development objectives, the Emirates Center for Strategic Studies and Research (ECSSR) held its 6th Annual Education Conference, titled “Education and Development: Toward a Modern Education System in the UAE,” on October 27-28, 2015. Based on the conference’s proceedings, this book identifies and analyzes the many challenges linking education to development, including the resistance among students to enroll in vocational education and training courses; building better links between the private sector and higher education and research institutions; and ensuring that the education system meets the needs of the labor market. The scholarly ideas presented within are followed by practical recommendations to develop a
modern education system in the UAE. The IT education during the formative years has become a major priority for the UAE. This is underlined by the success of the Sheikh Mohammed bin Rashid IT Education Project (ITEP), which was launched in 2000. As well as installing computer labs in all participating schools, and creating a comprehensive cutting-edge curriculum, ITEP also provides an invaluable online educational resource at www.itep.ae. ITEP now provides courses in 40 high schools in the UAE (20 in Dubai, 20 in Abu Dhabi) and over 13,000 students pass through the programme every year. ITEP’s trainee pupils achieved 97 per cent success rate in courses in the 2005/06 academic year.[]

This book provides an overview of the evolution of education in the United Arab Emirates from its humble beginnings in palm frond huts, to today’s proliferation of prestigious international schools and global university branch campuses. The chapter authors are academic experts who have extensive first-hand experience of contemporary developments in the country’s various educational sectors. The book addresses innovations and transformations in Early Childhood Education, Higher Education, K-12 Schooling, Language Education in Arabic and English, Quality Assurance, Special Needs, STEM Education, and Teacher Education and Professional Development. This book examines higher education institutions that exemplify gendered success whether in terms of the presence of women in senior positions or attempts to change a gendered organisational culture. It reflects a global perspective, drawing on case studies from eleven countries: Australia, Austria, Ireland, India, New Zealand, Portugal, South Africa, Sweden, Turkey, United Arab Emirates, and the United Kingdom. In each country an organisation has been selected that demonstrate best practice in terms of gendered outcomes or processes. Gendered Success in Higher Education highlights both the importance and the limitations of indicators such as the proportion of women in senior positions. It proposes a new gender agenda, identifies the factors that need to be included in a model of gendered change, and provides important insights into the nature of gendered change globally and how it can be achieved. Aims to explore how education has evolved in the UAE, with a focus on the rapidly expanding higher education sector (including both public and private institutions), in light of global trends in education and the shifting national development aims of the country. The potential of adopting inclusive education to support learning for all is an international
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phenomenon that is finding its way to the Middle East and the Arabian region. Eman Gaad examines the current status of inclusive education in Arabia and the Middle East through an assessment of the latest international, regional, and local research into inclusive education. With a focus on the more complex areas of related cultural practice and attitudes towards inclusive education in this dynamic and fast-changing part of the world, Gaad offers a research-based analysis of the current educational status of the Arabian Gulf and some Middle Eastern countries that adopted inclusive practice in education, and others that are yet to follow. This book will be of great interest to students, academics, teachers, and therapists in the field of comparative and inclusive education as well as those with an interest in policies of education in the dynamic and culturally distinguished Middle Eastern Arabian region. This book will be of value to those in the West and in the Middle East with an interest in the contemporary state of the higher educational system in the region and in comparative education in general. It concentrates on the Gulf, but the problems of control, development, curriculum and purpose in higher education are general throughout the Middle East. Its contributors are mainly academics working in universities in the Gulf region. Higher Education in the Gulf stresses the need for engagement with the problems of the Gulf States as developing countries and the roles which practical, locally-based research can play in promoting balanced, self-reliant development. For too long, work in the West relating to the Gulf has concentrated on oil, military and political issues, and this book looks beyond these to the neglected areas of social, cultural and human capital aspects of modernisation. It is deliberately intended to suggest and promote research. This 2017 Article IV Consultation highlights that the economic performance of the United Arab Emirates was subdued during most of 2016. Together with weaker oil prices and slower oil output growth, the postponement of some public infrastructure projects and a slowdown in global trade caused growth to moderate to 3 percent from 3.8 percent in 2015. Economic activity is expected to strengthen gradually in the coming years with firming oil prices and other global indicators, and an easing pace of fiscal consolidation. Non-oil growth is projected to rise to 3.3 percent in 2017 from 2.7 percent in 2016, reflecting increased domestic public investment and a pickup in global trade. This book examines the law and its practice in the United Arab Emirates (UAE). The objective is to understand the
logic of the legal system in the UAE through a rounded analysis of its laws in context. It thus presents an understanding of the system on its own terms beyond the accepted Western model. The book shows how the Emirati law differs from the conventional rule of law. The first section of the book deals with the imperial, international, and cultural background of the Emirati legal system and its influences on some of the elements of the legal system today. It maps the state’s international legal obligations according to core human rights treaties showing how universal interpretations of rights may differ from Emirati interpretations of rights. This logic is further illustrated through an overview of the legal system, in federal, local, and free zones and how the UAE’s diversity of legal sources from Islamic and colonial law provides legal adaptability. The second section of the book deals mainly with the contemporary system of the rule of law in the UAE but at times makes a detour to the British administration to show how imperial execution of power during the British administration created forerunners visible today. Finally, the debut of the UAE on the international scene contributed to an interest in human rights investigations, having manifestations in UAE law. The work will be a valuable resource for researchers and academics working in the areas of Comparative Constitutional Law, Legal Anthropology, Legal Pluralism, and Middle Eastern Studies.

Over one academic year, the author documented the experiences of new first-year male Emirati students at a college of higher education in the United Arab Emirates. He described and attempted to explain the gamut of transition experiences as young male Emirati school-leavers moved from their predominantly Arabic life-world associated with their families and schooling to the pre-dominantly Western culture found in higher education. He also investigated factors affecting student learning and assessed best practices in the college administrative and academic areas which appeared to facilitate smoother border crossing transitions. Adopting a multi-paradigmatic research design that drew methods and quality standards from multiple paradigms to create a methodology that enabled an artful, critical and interpretive exploration of complexity supplemented by a descriptive analysis of general social patterns, a Border Crossing Index was found to broadly correlate with student placement levels indicating that those students placed in the lower levels were much more likely to leave college and seek full-time employment within the first semester - 66% of the new students left in the first year. This multidisciplinary
Edited volume examines the complexities and challenges of internationalizing education in the GCC. This book is a practical tool and resource to provide educators and schools of education with authentic insights, strategies, and research to further advance teacher education and training in the GCC and globally. The phenomenon of "travelling reforms" has become an object of great professional interest and intensive academic scrutiny. The fact that the same set of educational reforms is transferred from one country to another made scholars wonder whether policy transfer has increased as a result of globalization. But also the fact that policy makers increasingly import "best practices" and international standards and use them as a tool to accelerate reform has captured the imagination of many that deal with policy studies. An international comparative perspective is key for understanding why reforms travel from one corner of the world to another. Not surprisingly, the study of policy borrowing and lending constitutes one of the core research topics of comparative policy studies; a new area of research that links comparative education with policy studies. The World Yearbook of Education 2012 brings together a diverse range of perspectives on education policy through contributions from internationally renowned authors. It reflects on the way policy borrowing and lending is reconfiguring the world of education and offers a new collection of insights into the changes occurring across the world. It particularly focuses on: The political and economic reasons for policy borrowing, The agencies, international networks and regimes that instigate policy change, The process of borrowing and lending, The impact of these systems, agendas and institutions on indigenous settings. This book will prove invaluable to researchers of globalization and to policy experts, especially those interested in comparative and international educational studies. It is also essential reading for undergraduate and postgraduate students and anyone involved in the sociology, economy or history of education. Gita Steiner-Khamsi is Professor of Comparative and International Education at Teachers College Columbia University, New York, U.S. Florian Waldow is Research Director at the University of Münster, Germany. In this groundbreaking work, the author provides a close examination of the relationship between gender and education in the Gulf Cooperation Countries (GCC) and reveals that women’s participation and achievement in education is rapidly outpacing that of men’s. Ridge refers to this situation as a “reverse gender divide” and examines
the roots and causes of this imbalance, as well as implications for the future. Based on timely material that is largely unavailable to other scholars, the book further describes how GCC countries, in their desire to be perceived as modern nation states, have enacted and embraced education policies that leave no space for local policymakers to acknowledge boys’ deficits and challenges. In addition to the important implications for educational policy and practice, the author also explores wider social and political issues, such as the impact on the workforce and future sustainable development in the region. "This book offers a refreshing perspective on education in the Gulf States. Reframing the conversation about gender equity in education, Natasha Ridge studies how teachers and schools contribute to the growing educational marginalization of young boys in the Middle East. This book should be required reading for anyone interested in the region and in deeply understanding the centrality of gender equity as a goal of modern education." — Fernando M. Reimers, Ford Foundation Professor of International Education, Harvard Graduate School of Education "Focusing on the resource-rich monarchy states of the Arabian Gulf, Natasha Ridge makes a compelling and nuanced case that the international discourse on gender and education has overlooked the growing academic marginalization of boys. Analyzing relevant political, economic, and social factors, she provides a critically important study that dispels myths, examines the impacts of gender-related educational disparity, and offers thought-provoking suggestions relevant in the Gulf countries and beyond." — Ann Austin, professor, Higher, Adult, and Lifelong Education, Michigan State University "This volume provides a well-researched and insightful examination of gender differences in school achievement and retention in the Gulf States. It makes a timely and important contribution as it debunks widely held misconceptions and adds nuance to our understanding of the dynamics of education and employment in the region. This volume in a ‘must-read’ both for those concerned with gender issues in education and those interested in the social and economic development of the Middle East."

— David W. Chapman, professor, University of Minnesota Natasha Ridge is the executive director of the Sheikh Saud Bin Saqr Al Qasimi Foundation for Policy Research based in Ras Al Khaimah (RAK), UAE. She has also been an educational consultant for the World Bank, UNICEF, and USAID in Kyrgyzstan, Tajikistan, and Uzbekistan.
as rapidly as in the six-member state of the Gulf Cooperation Council. In two generations the region has
gone from having the Middle East's least educated population to boasting a younger generation whose
educational achievements are approaching Organisation for Economic Co-operation and Development
(OECD) standards. This unique study, with contributions by key decision makers, charts this dramatic
development, exploring the challenges faced and placing accomplishments within the social, economic
and political context of the region. Investigates the often controversial relationship between gender,
equality and education from international and comparative perspectives. This volume also investigates
whether gender equality in education is really being achieved in schools around the world or not. This
collection presents new investigations into the role of heritage languages and the correlation between
culture and language from a pedagogic and cosmopolitical point of view. In this volume scholars and
policymakers examine how large-scale assessments and quantitative data are used to inform policy-
making at all levels of education worldwide, and how data can be used to better understand specific
national and regional educational challenges.

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