



**The Gulf Arab States Educational Research Center
(GASERC)**



GASERC Guide

2024

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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President of the UAE



His Majesty King Hamad bin Isa Al Khalifa
The King of the Kingdom of Bahrain



His Excellency President Dr. Rashad Mohammed Al-Alimi
Chairman of the Presidential Leadership Council
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His Highness Sheikh Mishal Al Ahmed Al Jaber Al Sabah
Amir of the State of Kuwait



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King Salman bin Abdulaziz Al Saud
King of Saudi Arabia



His Majesty Sultan Haitham bin Tariq Al Said
Sultan of Oman



His Highness Sheikh Tamim bin Hamad Al Thani
Amir of the State of Qatar

INTRODUCTION



Dr. Mohammed Mutair Alsharija

Director of the Gulf Arab States
Educational Research Center

The Gulf Arab States Educational Center (GASERC) has been a prominent exemplar of collaborative educational endeavors for over four decades. Since its establishment in 1977 by a resolution of the Second General Conference of Ministers of Education of member states in the Arab Bureau of Education for the Gulf States (ABEGS), GASERC has played a pivotal role in facilitating the coordination of Member States' endeavors in the promotion of education, fostering goal harmonization, and facilitating curriculum development. Furthermore, GASERC has offered Member States the essential assistance required to modernize their educational systems in accordance with their respective national goals.

Throughout its extensive trajectory, GASERC has consistently exemplified successful cooperation, predicated upon a collective sense of purpose and shared destiny among the Gulf States. These nations are bound together by their intertwined history, religious affiliations, ancestral ties, linguistic commonalities, and geographical origins. The establishment of GASERC was a direct response to the expressed aspirations of leaders of Member States, who sought to consolidate their educational objectives and foundational curriculum. Their primary aims were to foster a collective Gulf identity among future generations and to enhance recognition of the interconnectedness and shared historical experiences among the peoples of the area. In order to enhance the influence of education in the advancement of human capital, as well as in the social and economic progress of the Gulf region, GASERC was assigned the responsibility of promoting educational development in its Member States based on established scientific principles.



GASERC has implemented a methodology grounded in scientific principles and has leveraged a substantial level of specialized knowledge to effectively pursue its objectives. It has made efforts to align development initiatives with research findings on educational systems of Member States, and has proposed solutions that are consistent with current global educational trends. GASERC has been able to effectively pursue its objectives by formulating and progressively executing development strategies that align with the responsiveness and expectations of Member States, and by relying on ongoing evaluation to gauge the quality of outputs, efficiency of performance, and levels of achievement. In addition to its regular convening of seminars, workshops, and conferences to evaluate the outcomes of its research endeavors, GASERC also strives to involve relevant stakeholders from Member States in the implementation of its objectives.

In this introductory guide, we provide the reader with a general overview of GASERC, including information on its establishment, goals, organizational structure, and areas of activity. By doing so, we reaffirm our full commitment to improve its performance, the quality of its program outcomes, the function it fulfills in bolstering educational development initiatives in Member States, and our resolve to foster cooperative educational endeavors in order to actualize the ambitions of Member States' leaders and citizens for a more promising future.



The Arab Bureau of Education for the Gulf States... Parent Institution

During the 1970s, the senior political leadership in the Gulf Arab states focused on strengthening cooperation in a number of fields, including education. Educational leaders in these countries have endeavored to translate their political objectives into tangible outcomes by strengthening the fundamental elements of productive collaboration among the regional nations in the domain of education. The establishment of the Arab Bureau of Education for the Gulf States (ABEGS) can be attributed to the concerted endeavors to foster extensive cooperation, synchronization, amalgamation, and solidarity among the Gulf governments in the domains of education, culture, and science.

In November 1975, a meeting was held that brought together representatives of the United Arab Emirates, the Kingdom of Bahrain, the State of Kuwait, the Kingdom of Saudi Arabia, the Sultanate of Oman, and the State of Qatar, to discuss the fundamentals of their countries' educational cooperation and to establish its justifications, goals, and general directions.

During a subsequent meeting convened in May 1977, the participants reached a consensus to designate the institution as «The Arab Bureau of Education for the Gulf States» (ABEGS). Statute laws were subsequently promulgated, establishing its permanent headquarters in Riyadh, Saudi Arabia. The Kingdom

of Saudi Arabia's government has taken measures to ensure that ABEGS has been afforded necessary resources and diplomatic recognition through the Headquarters Agreement issued by the Council of Ministers. This support has played a significant role in ABEGS' accomplishments throughout its history.

When ABEGS was first founded, it symbolized the beginning of an integrated regional system that supports the educational goals of the Gulf States. Specialized agencies of ABEGS were set up in several Member States, including: the Gulf Arab States Educational Research Center (GASERC) in Kuwait; the Arab Educational Training Center for Gulf States in Qatar; the Arabic Language Educational Center for Gulf States in Sharjah in the United Arab Emirates; and the Arabian Gulf University in the Kingdom of Bahrain. The list of Member States was completed with the accession of the Republic of Yemen to the membership of the Arab Bureau of Education for the Gulf States in 2002.

According to the statute and founding document of ABEGS, which was ratified by the General Conference of Ministers of Education of Member States at its second session, held in Riyadh, Kingdom of Saudi Arabia, in May 1977, ABEGS is: «an Arab Gulf organization that operates within its Member States to serve educational, scientific, cultural and documentation purposes outlined in the statute and founding document, and in the other regulations established by the General Conference».

In order to achieve its objectives, ABEGS engages in a variety



of activities, with a primary focus on the creation of educational programs that are grounded in the latest scientific research. Additionally, ABEGS coordinates and executes processes related to education development, emphasizes the distinctive features of the Arab-Islamic identity, and cultivates a sense of unity among its citizens. ABEGS is also responsible for implementing educational, cultural, and scientific initiatives that catered to the specific needs and interests of Member States. Additionally, it aims to promote scholarly and educational research, as well as enhance the professional skills and expertise within the scientific and educational fields of Member States. The responsibility of ABEGS extends to the maintenance of partnerships among Member States in the realm of higher education, as well as the coordination of activities

carried out by pertinent research centers located inside Member States.

Over the course of its journey, spanning more than 40 years, ABEGS has been led by a group of academics and educators who have significantly influenced the advancement of its endeavors and the proliferation of collaborative educational initiatives among its Member States. Due to their sincere efforts, ABEGS has emerged as a prominent representation of collaborative endeavors within the Arab Gulf region, serving as a noteworthy exemplar of a worldwide educational institution that actively engages with its local community. ABEGS has successfully achieved this by establishing a conducive intellectual atmosphere that has attracted scholars and professionals from both local and international contexts.

To fulfill the goals of supporting educational development efforts in Member States and developing collaboration among them, ABEGS has carried out a substantial number of programs and projects within the framework of a set of ambitious educational plans. This is performed in accordance with the directives of Member States' leaders and is based on the decisions taken by the General Conference and the Executive Council. The plans ABEGS has adopted are as follows:

- The first medium-term plan: 1980 - 1985.
- The second medium-term plan: 1986 - 1991.
- The third medium-term plan: 1992 - 1997.
 - Exploring the future of education in Member States (1999)
 - The joint plan for the development of curricula in member States (1999)

- The fourth medium-term plan: 2001- 2006.
 - Education development project in Member States (2002)

In 2015, ABEGS initiated the implementation of a novel strategic approach, projected to span the period from 2015 to 2020. One of the most prominent features of this is the emphasis on integrating programs of ABEGS and its sub-organizations, and putting their efforts into action in support of initiatives carried out by Ministries of Education in Member States. ABEGS has also sought methods to effectively carry out its role as a central repository of knowledge, offering Member States valuable guidance, notably in facilitating informed decision-making in the field of education. Through this strategy, ABEGS has pursued seven main goals, as follows:

1. Enhance coordination and integration among Member States.
2. Help the new generation acquire citizenship values.
3. Develop educational policies and disseminate best practices.
4. Enhance Arabic language instruction and learning.
5. Promote the role of family and society in education.
6. Highlight the role of ABEGS as a house of expertise in the educational field.
7. Strengthen the institutional structure of ABEGS and its affiliated organizations.



As a result, ABEGS has strengthened its role in coordinating joint educational efforts among Member States which are expanded regionally. Furthermore, the organization has established affiliations with several international institutions and organizations, leading to the creation of agreements, memoranda of understanding, as well as collaborative programs and activities. ABEGS has also garnered considerable recognition through the receipt of various accolades at both regional and worldwide levels. It has consistently accomplished its goals, driven by the ambitions and instructions

of astute political leaders in the Arab Gulf States, while employing meticulous scientific approaches in the formulation and execution of its projects. The achievement of this outcome was facilitated through a careful assessment and evaluation of the current state of education in Member States, along with a comprehensive examination of advancements in educational theory and practice on a global scale. These endeavors were supported by the collaborative endeavors of ABEGS' specialized organizations, including GASERC.



Establishment of the Gulf Arab States Educational Research Center

The Gulf Arab States Educational Research Center (GASERC) was established by the decision of the General Conference of Ministers of Education in ABEGS Member States, in its first regular session held from 20 to 23 October 1975. During this conference, a resolution identified as No. (3) was passed, which mandated the creation of a regional center dedicated to educational research within the Member States of ABEGS. The establishment of the center was driven by the governments and nations of the Arab Gulf States, who sought to promote integration among neighboring countries. The center aims to facilitate collaboration across

numerous domains, with a special emphasis on education, in order to achieve this ambitious objective.

Resolution No. (6) was adopted at the Second Ordinary Session of the General Conference of Member States' Ministers of Education, which took place from May 9 to May 11, 1977. This resolution provided for the creation of an educational research center for the member states to be known as «the Gulf Arab States Educational Research Center (GASERC)». The resolution stipulates that «the headquarters of the Center shall be located in the State of Kuwait

قانون رقم ٧ لسنة ١٩٩٣
بالموافقة على اتفاق المقر بين حكومة دولة الكويت
ومكتب التربية العربي لدول الخليج في شأن امتيازات وحصانات
المركز العربي للبحوث التربوية لدول الخليج

بعد الاطلاع على الدستور ،
والنقش على مجلس الأمة على القانون الأتي نصه ، وقد صدقنا عليه واصدقناه .

مادة أولى

ووفق على اتفاق المقر بين حكومة دولة الكويت ومكتب التربية العربي لدول الخليج
في شأن امتيازات وحصانات المركز العربي للبحوث التربوية لدول الخليج الموقع بتاريخ
٢٠ من مارس سنة ١٩٩٣ م ، والمرافقة لنصوه لهذا القانون .

مادة ثانية

على الوزراء - كل قبا بخاصه - تنفيذ هذا القانون ، ويجعل به من تاريخ نشره في
الجريدة الرسمية .

أمير الكويت
جابر الأحمد الصباح

صدر بمرسوم لي : ٢٣ ٢٤
الرائد : ١٣ يوليو ١٩٩٣

1. United Arab Emirates
2. Kingdom of Bahrain
3. Republic of Yemen
4. State of Kuwait
5. Kingdom of Saudi Arabia
6. Sultanate of Oman
7. State of Qatar

Thus, following the issuance of Resolution No. 6, the Gulf Arab States Educational Research Center (GASERC) was established as one of ABEGS' professional organizations, with a focus on educational research. In order to carry out its obligations and perform its tasks, the Center started setting up its premises and providing necessary resources and tools to support its technical and administrative activities.

The establishment of GASERC in Kuwait, as its headquarters, was approved by the Kuwaiti government in order to demonstrate its commitment to fostering and enhancing cultural ties among Member States. The government of Kuwait has taken on the responsibility of providing the required support to ensure the success and growth of GASERC. As a result, on March 20, 1993, the government of Kuwait and ABEGS signed a headquarters agreement, outlining privileges and immunities granted to the Center. Law No. 7 of 1993 was promulgated on July 13 of the same year, regarding the endorsement of this agreement by the Kuwait National Assembly.

and shall carry out its work under the supervision of the Arab Bureau of Education for the Gulf States, according to a statute and founding document for the Center, to be created by a specialist committee organized by ABEGS».

The statute of the Center was adopted by Resolution No. (1) of the General Conference of Member States' Ministers of Education, at its third regular session, which was held from 18 to 20 April 1978. Additionally, the annual general budget of the Center was approved in its inaugural year through Resolution No. (2). The membership of the Center comprises the same Member States of ABEGS, namely:



Goals and responsibilities of GASERC

Vision

Achieving excellence and leadership in the field of education by keeping abreast of recent educational research, in an effort to effectively address critical and current educational issues in ABEGS Member States.

Mission

Producing innovative educational research that serves ABEGS Member States, by enhancing institutional performance, and optimal use of technology, as well as fostering coordination with professional agencies and organizations in Member States.

Objectives

According to Article (IV) of GASERC statute, the center aims to promote a scientifically based approach to educational development in Member States, to ensure its adequacy, renewal, and integration. In that way, education can become a powerful force in developing human capital and achieving societal and economic prosperity throughout the Gulf region, and the Arab nation as a whole.

GASERC conducts educational studies and research pertaining to education in ABEGS Member States, disseminates and publishes research findings, and enriches the field with the most recent and efficient trends endorsed by regional and worldwide research centers.

Responsibilities

Article (IV) of GASERC internal regulations, which was authorized by the Executive Council at its 79th session, held in the Sultanate of Oman, on 17 and 18 March 2015, stipulates that the Center shall perform the following tasks to achieve its goals:

1. Providing research-based information to assist in the design of education policy.
2. Conducting research tackling emerging issues relating to education in Member States.
3. Tracking global educational research trends and determining the most pertinent findings that can benefit Member States.
4. Testing new educational techniques and methods to assess their effectiveness.
5. Supporting research projects conducted at educational institutions in Member States.
6. Contributing to the improvement of assessment and evaluation procedures in Member States.
7. Providing Member States with professional consulting services in the areas of educational research, assessment, and evaluation, tailored to their needs.
8. Establishing and maintaining databases of academic research centers and scholars both locally and globally.
9. Collaborating with educational institutions in ABEGS



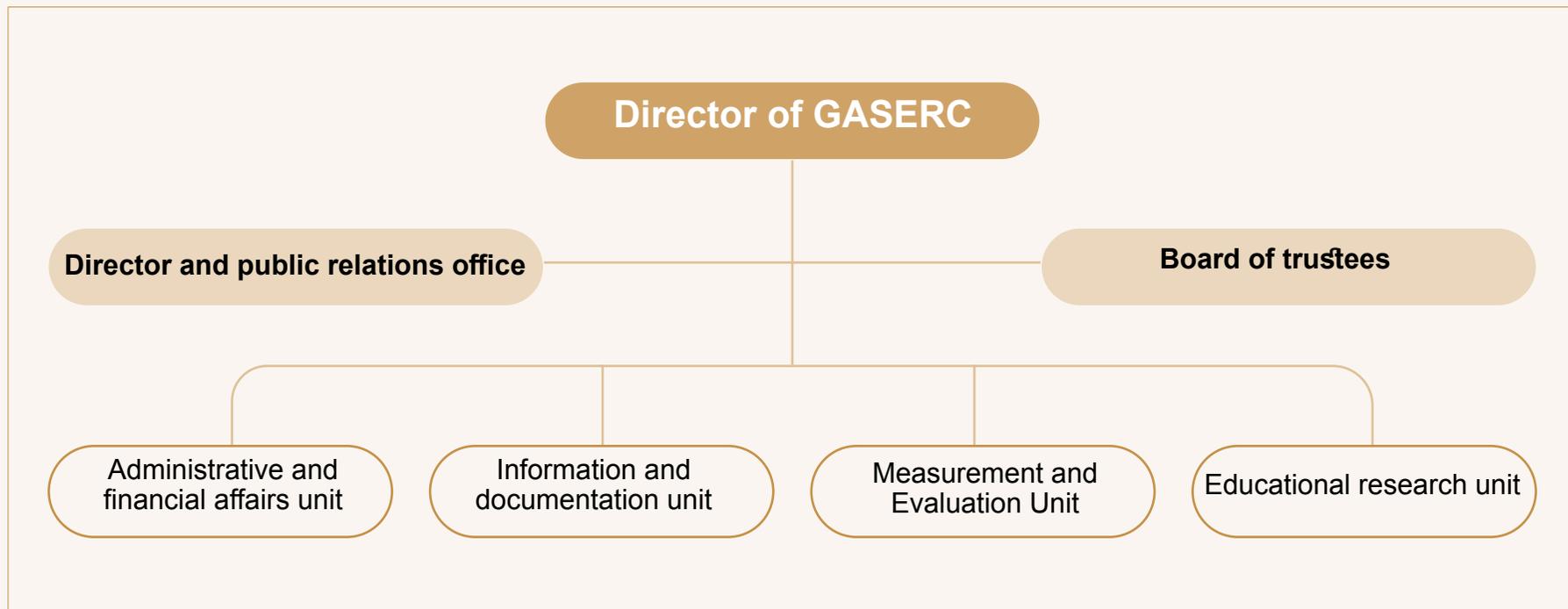
- Member States to fulfill its obligations and realize its mission.
10. Forming partnerships with regional and global research centers and educational institutions, with the aim of enriching education in ABEGS' Member States with emerging trends and best practices.
 11. Promoting products and publications of the Center and disseminating them to Member States' ministries of education and non-governmental educational organizations to increase access to educational resources, in line with ABEGS' strategic objectives.

Organizational Structure of GASERC

GASERC is a professional organization specializing in educational research at the Arab Bureau of Education for the Gulf States (ABEGS). The statute stipulates that it shall have legal status and a separate budget within the budget of ABEGS. In accordance with Article (V) of the Center's internal regulations, approved by the Executive Council at its 79th session, the administrative structure of

the Center consists of: the office of the director and public relations, the board of trustees, the financial and administrative affairs unit, the documentation and information unit, the measurement and evaluation unit, and the educational research unit.

The organizational structure of the center



Director of the Center

The director of GASERC assumes the responsibility of supervising the center's plans and projects, as well as monitoring their progress. In addition, he conducts an estimation of the budget for the center and presents it to the senior management in ABEGS. Furthermore, he offers recommendations regarding the projects and programs that the center should consider undertaking. As per the resolutions made by the General Conference and Executive Council, as well as the directives of the Director General of ABEGS and pertinent legislations, the oversight and coordination of all GASERC operations will also be entrusted to the Center's director. According to the established protocol endorsed by ABEGS and its subsidiary entities, it is imperative for the director to prepare a comprehensive work plan encompassing the Center's programs and projects. Subsequently, this plan must be forwarded to ABEGS for evaluation and approval, prior to its submission to the Executive Council. In addition, it is necessary for the director of GASERC to regularly provide ABEGS with reports detailing the advancements made in the programs, the significant findings derived from research investigations, and any pertinent comments and recommendations he deems appropriate.

The tasks of the director also include setting and planning the Center's budget, allocating funds to programs and projects, and making financial decisions in line with regulations that have been authorized.

They also recommend internal regulations for the center and submit them to the general administration for appropriate measures. Furthermore, the director assumes the responsibility of summoning and organizing meetings of the Board of Trustees in accordance with the established policies and procedures. Moreover, in coordination with the AEGES Director General, the director of ABEGS is expected to serve as the representative of the Center in front of Arab and international institutions and organizations that are involved in activities relevant to the GASERC's work. Furthermore, it is the director's responsibility to ensure that the research team receives training and professional development opportunities of exceptional quality.

Over the course of the last forty years, the management of GASERC has been overseen by a distinguished elite of educators who have exemplified astute leadership and deliberate administration. Equipped with extensive knowledge, perceptive foresight, and a strong drive to foster collaboration and integration among Member States in the realm of educational research and development, they have consistently demonstrated their commitment to advancing the organization's goals and vision.



Mr. Mohammed Abdullah Al-Sane

The late Mr. **Mohammed Abdullah Al-Sane** served as the center's first director from October 19, 1978, until November 6, 1991. Prior to assuming this position, he held several government posts. In addition to being designated a member of the Kuwait University Board of Trustees in 1966, he was appointed Assistant Undersecretary of Technical Affairs at the Kuwaiti Ministry of Education. In 1968, he worked at the Ministry of Education as an assistant undersecretary for general education affairs. Al-Sane was appointed a permanent representative of Kuwait in the Executive Council of the Arab League Educational, Cultural, and Scientific Organization as well as being a permanent member of the Kuwait Arab Literacy Center. He also was appointed as a member of the Supreme Education Council in 1987 by His Highness the Amir Sheikh Saad Al-Abdullah Al-Salem Al-Sabah (may God have mercy on him). Mohammed Al-Sane, a founding member of GASERC, spearheaded a program aimed at aligning and standardizing curricula among Member States of ABEGS.



Dr Rashid Hamad Al-Hamad

Dr **Rashid Hamad Al-Hamad** took over the management of the Center from November 1991 to July 2003. He holds a PhD in Science education supervision from the University of Southampton, UK (1989). Prior to taking over the management of the Center, in 1986 he served as Assistant Undersecretary of the Ministry of Education for Planning and Development in Kuwait. After the expiry of his tenure as head of the center, he was appointed Minister of Education and Higher Education in Kuwait as of July 2003. Dr. Rashid Al-Hamad, an esteemed academic, has actively engaged in numerous initiatives aimed at enhancing educational development in Kuwait. His involvement spans various areas, notably encompassing the development of curricula and textbooks. He was bestowed with membership in numerous national institutions and associations; these include the Kuwait Supreme Education Council (SEC), the College of Graduate Studies Council at Kuwait University, the Supreme Council for Planning, and Kuwait Environment Protection Society.



Prof. Marzuq Yousef Al-Ghunaim

Prof. **Marzuq Yousef Al-Ghunaim** managed the center from 2003 to 2015. Dr. Marzuq has occupied many positions during his professional trajectory, with particular emphasis on his role as a Professor within the Department of Science at Kuwait University's College of Basic Education, as well as his tenure as the Dean of the aforementioned college. Dr Marzuq received the Scientific Production Award in the field of life sciences from the Kuwait Foundation for the Advancement of Sciences in 1999, and also won the Islamic World Educational, Scientific and Cultural Organization (ICESCO) award in science in 2001. He has authored a total of twenty books and has undertaken several studies and research endeavors, which have been subsequently published in reputable scientific journals. Furthermore, he has actively engaged in and made valuable contributions to numerous regional and international conferences and seminars and has served in the capacity of a member on several scientific committees.



Dr Suleiman Ibrahim Al-Askari

Subsequently, the management of the Center was assumed by Dr. **Suleiman Ibrahim Al-Askari** from 2015 until 2023. Dr Suleiman is a writer and researcher, and has held many important positions, most notably serving as editor-in-chief of Al-Arabi Magazine, which spanned from 1999 to 2013. He holds a PhD in Gulf and Arab History, which was obtained from the University of Manchester in the United Kingdom. Dr Suleiman Al-Askari worked as a university professor at Kuwait University from 1972 to 1978. He served as Secretary General of the National Council for Culture, Arts and Literature in Kuwait in 1989, and was the editor-in-chief of the Kuwaiti magazine Alam Al-Fikr. Dr Suleiman has served as a member of many cultural committees and councils, including: the Board of Trustees of the National Center for Translation in the Arab Republic of Egypt, the Board of Trustees of the Union of Arab Historians in Cairo, the Arab Thought Forum, the International Union of Journalists, the Supreme Council of Kuwait University, and the Supreme Education Council in Kuwait. Dr Suleiman Al-Askari has many books, research papers and articles published in the fields of culture and history, and he has participated in many regional and international conferences and seminars.

Office of the director and public relations

The primary responsibility of the office of the director include supervising the implementation of the director's directives and facilitating collaboration among the central organization's key units, as well as its technical and professional departments. Furthermore, the office is responsible for managing GASERC's public relations efforts with both Arab and international entities, as well as with organizations that have a direct connection to the center's fields of activity. This is achieved through the dissemination of media coverage pertaining to the center's operations. Additionally, this role encompasses the responsibilities of managing the director's administrative tasks, enhancing both internal and external public relations, as well as overseeing reception, hospitality, and visitor lodging procedures.

Financial and Administrative Affairs Unit

The Financial and Administrative Affairs unit undertakes all financial operations required by the Center, including drafting the budget, as well as organizing and managing records, files, communications, and personnel cards. Additionally, the unit assumes responsibility for the preparation of payrolls and the disbursement of dues and allowances to employees, adhering to the prescribed financial frameworks. In addition, the unit provides a comprehensive range of services necessary for staff and Center units, including the provision of essential resources, execution of transactions, management of official correspondence, coordination of procurement activities, as well as oversight of maintenance and storage affairs.



The Educational Research Unit

The primary responsibility of the Educational Research Unit is to identify and establish the most significant educational research priorities of Member States. These priorities are then duly considered and integrated into the strategic plan and programs of the center. The department conducts research and analysis to examine the existing state of educational systems in Member States, addressing a range of subjects such as curriculum, textbooks, instructional approaches, and teaching methods. Furthermore, it compiles, organizes, and disseminates research findings to individuals who possess a vested interest in the field of education. Through the implementation of these efforts, the unit aims to augment

educational research, heighten recognition of its importance within the professional community, and offer prospective researchers and organizations access to advisory services. In addition to its existing obligations, the educational research unit is tasked with the responsibility of enhancing coordination, collaboration, and information sharing between GASERC and relevant regional, Arab, and global organizations.

Measurement and Evaluation Unit

The Measurement and Evaluation Unit engages in research and studies pertaining to educational measurement and evaluation, while also offering expert guidance to professionals operating within this domain. Additionally, the unit provides services in the areas of educational evaluation, curriculum development, educational leadership, variables related to teachers and students, and the overall school climate. In addition, it is responsible for managing the development and implementation of various assessment and evaluation tools. In addition, the Measurement and Evaluation unit endeavors to enhance educational measurement and evaluation practices among Member States, while also fostering the development of national core competencies and essential skills in this field.

Documentation and Information Unit

The Documentation and Information Unit is responsible for the provision and dissemination of statistics, information, data, and research projects that are pertinent to the field of education. It is responsible for overseeing the results of programs and initiatives implemented by the center, and systematically recording them in a manner that make them accessible to scholars and other interested



parties. In addition, it facilitates the exchange of information with educational research centers located in Member States and other regions within the Arab world. The unit issues annual statistical publications, summaries of studies and programs, and documentary releases. It is also responsible for constructing a comprehensive database that functions as a fundamental resource for academics, scholars, and everyone with an interest in education. Additionally, it supervises the center's library and ensures the regular updating of relevant references and journals that are pertinent to the Center's activities. In addition, the library disseminates educational development digests, statistical data, project outcomes, and abstracts of research studies on the GASERC website.



Board of Directors / Board of Trustees

Before 2003, the governance structure of GASERC consisted of a Board of Directors comprising a representative from each of the Member States, alongside the Director of the Center and the Director of the Department of Education in ABEGS. The Board of Directors was held biannually to fulfill its obligations, which included formulating preliminary goals, programs, and budget for the center, in addition to evaluating the Center's draft internal regulations. Additionally, its obligations included formulating comprehensive plans for project implementation, overseeing the operations of the Center, and evaluating its performance in terms of quality.

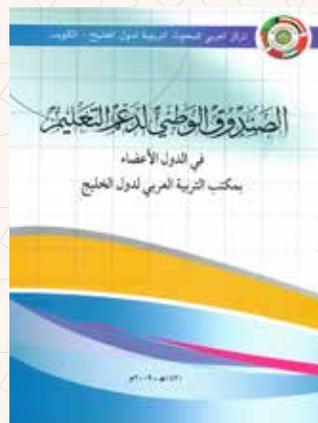
In accordance with the amendment made to the organizational structure of GASERC in 2003, the center is governed by a Board of Trustees that serves as a representative body for the Member States. It is an advisory board that serves as a support mechanism for the center, aiding in the development of projects, programs, and plans. Additionally, it monitors and assesses the implementation processes of these plans, while providing consultation on the overall performance of the Center. The Board of Trustee comprises of GASERC Director, who assumes the responsibility of initiating, organizing, and overseeing the proceedings of its meetings;



a representative of each member state, nominated by his/her country; and a representative of ABEGS. The Board convenes a normal meeting biannually and may also hold an extraordinary meeting upon invitation from either the ABEGS Director General or the Director of GASERC. The meetings are required to occur either at the headquarters of the center or at alternative locations within the member states of ABEGS.

The primary duties of the Board of Trustees encompass the endorsement of projects, strategies, and plans to be executed by GASERC. Additionally, they propose specialized institutions

that possess the necessary capabilities to effectively execute the selected projects, while adhering to the specific specifications of each program. The board is responsible also for establishing protocols by which Member States can effectively utilize the outcomes of implemented programs. Furthermore, it is accountable for assessing the reports provided by the Center Director regarding the efficacy of the programs and plans executed by GASERC and is tasked with offering an informed perspective on the various topics and concerns raised by the Director pertaining to the center's work.

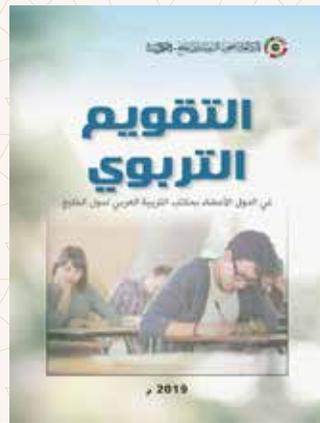


GASERC's fields of activity

To effectively carry out its responsibilities, GASERC needs to concentrate on many areas, including research-related activities, scientific seminars and workshops, educational consultations, and other educational activities, such as information and documentation services and participation in conferences and seminars at local, regional and international levels. The following is a brief overview of these areas:

Research and studies

The main responsibility of GASERC is to conduct research studies within the framework of the programs approved by the General Conference of Ministers of Education of Member States. The center conducts a range of activities during each financial cycle (which lasts for two years), including a number of research projects that look at pertinent educational issues and challenges, with the goal of enhancing educational systems in Member States.



Since it was established, the Center has carried out approximately 285 programs, covering numerous educational research studies that addressed every aspect of the educational and cultural context in Member States, including curriculum development, Arabic language instruction, dictionary production, educational evaluation and assessment, school environments, and special needs education. The research investigations also examined matters pertaining to educational policy, including the economic aspects of education, educational planning, administration, and

governance, as well as the promotion of civic values and the development of critical-thinking skills. They also investigated the use of educational technology, career guidance and counseling, student behavior management, teacher professional development, as well as raising community and family awareness of educational issues. The research outputs are published by the center and are made available for purchase at book fairs, alongside their distribution to Member States.



Seminars and meetings

Ever since it was established, the Center has endeavored to host seminars and events to bring professionals and experts together, as one of its top priorities - and a crucial component of its strategy for achieving its vision. The seminars are intended to inform authorities and experts in Member States of the Center's research findings and to solicit their feedback on them. Professionals' observations are considered when making revisions, and the research program may then be expanded to include new elements or aspects as is deemed relevant. The variety of seminars and meetings the center has hosted, fundamentally reflects the breadth of topics it addresses in its designated research programs.



Training courses and workshops

One of the projects that has piqued the center's attention since it was founded and has been incorporated into its plans and programs is helping educators of various specializations and positions to be able to develop intellectually, professionally, and culturally. Therefore, the Center has prioritized training and capacity building as an essential component of its goals and projects. This has been intended to give professionals access to recent knowledge relevant to educational, psychological, and social domains. The



workshops encompass a diverse array of educational subjects and methodologies, exhibiting considerable variation in aspects such as the incorporation of interactive activities, assessment strategies, educational technology integration, and instructional resources employed. The initial training program implemented by the Center focused primarily on equipping professionals with the necessary expertise in evaluation, statistics, and educational research methodologies. Subsequently, a series of instructional workshops

were conducted to address the topic of curriculum unification and alignment among Member States. In addition, GASERC has organized a series of educational seminars and training workshops to meet the training needs of various programs it has implemented.



Quarterly periodical

Educational research findings hold considerable importance for individuals tasked with formulating educational policies and making pertinent decisions, strategies, and plans. This is primarily due to their provision of reliable information and the opportunity they afford to remain abreast of evolving international educational trends and practices. The utilization of research-based sources equips stakeholders with the ability to recognize and tackle local concerns, plan development initiatives, determine appropriate

approaches for implementation and assessment, enhance the efficiency of decision-making processes, and facilitate the optimal utilization of resources.

As a result, the General Conference of the Arab Bureau of Education for the Gulf States, in the course of its 22nd session, gave its approval for the publication of a quarterly periodical that contains the most recent discoveries from educational research. The

مستقبلات تربوية

العدد الثاني - المجلد السادس - 2022



تعليم الموهوبين

مستقبلات تربوية

العدد الأول - المجلد السادس - 2022



مهنة التعليم

مستقبلات تربوية

العدد الثاني - المجلد السادس - 2022



الشراكة بين الأسرة والمدرسة

periodical, titled «Educational Prospects,» is released on a quarterly basis, specifically in the months of March, June, September, and December. The periodical offers a synopsis of the most recent trends in international research, as well as research and studies pertaining to education that are regarded as being of exceptional and high-ranking quality. The objective of Educational Prospects is to stay updated on ongoing research undertaken at various levels, including local, national, and international, by employing rigorous

scientific approaches. Outputs are presented in a publication that is developed to align with the requirements of decision-makers and educational policy planners in Member States. Since 2013, a total of 40 issues have been released, and these have been arranged in five volumes, each including eight issues.



Cultural Seasons

Annually, GASERC organizes a cultural or educational event that encompasses lectures and academic seminars delivered by respected professionals from several cultural, scientific, and educational domains. The primary objective of this yearly occasion is for the center to fortify its connections within its pertinent social and cultural milieu. Additionally, it aims to augment the involvement of family and society in the realm of education, as well as to cultivate collaboration between the center and other institutions focused on education, culture, and science. Cultural seasons contribute to the objectives and mission of GASERC by

illuminating prominent educational issues that impact individual and societal life. These events also aim to identify potential solutions by leveraging the expertise of specialists and scholars across diverse academic fields.

Since 1994, the Center has held many cultural and educational sessions. As a continuing endeavor that advances its mission, it plans to do so in the years to come. In its 27 seasons to date, GASERC has investigated a variety of educational topics and issues in an effort to raise public awareness and improve educational culture across diverse socioeconomic groups.



Panel discussions

The Center also hosts panel discussions on a range of educational topics, with the participation of academic experts and stakeholders in education, including teachers, school principals, and students. Panel discussions are regarded as one of the academic and cultural activities that seek to draw attention to significant problems in education, consider potential solutions, and enhance communication among practitioners. So far, GASERC has organized a series of panel discussions with the aim of examining recent advancements in education, conducting thorough analyses,



and providing recommendations for their effective implementation. Each time a panel discussion takes place, GASERC releases a report on the results that present an overview of key arguments addressed, as well as recommendations and suggestions put forth.



International educational conferences

GASERC program has incorporated a mandate for organizing an international educational conference into its goals from 2017. The yearly event attracts participation from academics and educational researchers in the region, educational authorities from Member States, and education professionals worldwide. The primary objective of organizing these conferences is to promote worldwide communication, hence facilitating sharing of knowledge and best practices across many academic fields with diverse backgrounds.

The annual conference provides participants the opportunity to acquire knowledge from distinguished worldwide scholars, emphasize significant subjects and developments in the field of education, examine urgent matters, and propose appropriate resolutions. The conferences facilitate the establishment of robust relationships with regional and global institutions of expertise, while also providing the global educational community with valuable insights into the distinguished experiences of Member States.



To date, the Center has organized three international conferences, the first of which was titled «**Teacher role in Educational efficiency**», which was held during the period from 24-26 April 2017, in Manama, Kingdom of Bahrain. The second international conference was held virtually during the Covid 19 pandemic, under the title «**Distance learning: coping with covid-19 crisis**», on November 30 and December 1, 2020. The third international



conference was held under the title «**Innovative Education in an era of change**», on 29 and 30 November 2022, in Manama, Kingdom of Bahrain. The outcomes and suggestions derived from these conferences were compiled into three separate volumes by the Center. These volumes were subsequently produced, disseminated to Member States, and made accessible for acquisition at book fairs and the Center's library.



Research, innovation, and documentation collaboration with Member States

In addition to conducting research projects and organizing seminars and meetings, the role of GASERC in supporting the educational system in Member States encompasses the facilitation of collaboration in educational research, the promotion of educational innovation, the documentation of Member States' educational development initiatives, and the establishment of databases and shared educational statistics.

Since its inception, the center has shown interest in organizing meetings for representatives of corresponding bodies within Ministries of Education in member states, with a special focus on

those from educational research institutions. The purpose of these meetings is to assess the existing status of educational research in Member States, facilitate professional engagement among personnel from departments and centers engaged in educational research, and establish collaborative frameworks for advancing educational research with the aim of enhancing educational systems in the Gulf region.

In addition, GASERC launched a long-term project in 2004 to support educational renovation in Member States. The project primarily aims to investigate educational projects and initiatives



that seek to enhance educational innovations in Member States. Furthermore, the objective is to create a contemporary database that can be consistently updated with relevant information regarding these projects. This will serve as a means to encourage educational institutions and employees in Member States to include innovative practices and initiatives. The project also aims to improve the accessibility of recent international studies, research endeavors, experiments, and discoveries for specialists. This accessibility aims to facilitate educational research in ABEGS institutions by providing the latest advancements in educational theory and practice from various parts of the globe. Furthermore, the project is intended to

foster communication and collaboration between those engaged in educational development initiatives inside Member States and their international counterparts.

Given the importance of having access to reliable data and information on the educational systems in the Member States, GASERC implemented a program titled: **«Issuing Joint educational reports and exchanging experiences, information and research data among Member States»**. The main goal of the program is to create a functional system that will enable educational research institutions in Member States to construct a



shared database, publish joint educational reports, and document educational development. These collaborative reports provide assistance to researchers who are tasked with executing the programs of the Center, enabling them to fulfill their responsibilities effectively. Additionally, they improve the skills of educational researchers who work in academic research institutions by exposing them to the most recent developments in scientific research methodology. The program additionally enables the exchange of research experiences across Member States in order to promote educational advancements inside their respective nations.

Cooperation with regional and international organizations

Since its establishment, GASERC has made an effort to forge strong ties with national and international organizations dedicated to educational and academic research. As one of the leading educational research centers in the region, the Center has been instrumental in organizing regional collaboration with international organizations. At the forefront of regional and international organizations with which the Center has strong relations are: the United Nations Educational, Scientific and Cultural Organization (UNESCO), the Islamic Educational, Scientific and Cultural Organization (ISESCO), the Arab League Educational, Cultural



and Scientific Organization (ALECSO), the International Bureau of Education of UNESCO in Geneva, the International Institute for Educational Planning of UNESCO, and the UNESCO Regional Bureau for Education in the Arab States in Beirut.

The aspects of cooperation between the center and these organizations included coordinating international initiatives at the regional level to serve educational endeavors in Member States, cooperating in the implementation of educational programs and projects, and attending academic events and meetings. Due to the strong connections of the center with these organizations,

it has been possible for GASERC to participate in educational conferences and professional seminars on a large scale. Leveraging its extensive expertise, the center has contributed valuable working papers that have greatly enhanced the outcomes of each gathering. The attendance of GASERC at various meetings has resulted in the establishment of novel connections and the acquisition of knowledge, both of which have exerted a substantial impact on the advancement of education in Member States.



Consulting services

GASERC provides consulting services in the fields of educational research and development to public and private educational institutions who seek to benefit from its experience, which has accumulated a 45-year period. By and large, the center has contributed effectively to helping different educational organizations implement education development initiatives and projects and has taken part in capacity building in the education sector within

the region. These achievements can be attributed to the Center's comprehensive research and information resources on education in the Gulf region, as well as its team of qualified and experienced educational researchers and facilitators.



Information and documentation services

Since its establishment, GASERC has paid special attention to information and documentation, and has taken all measures to expand its services both within and outside of the Center. The library (Information and Documentation Unit) has been a prominent and integral component of the center's operations since 1979. In order to facilitate the efforts of GASERC, it has ensured the provision of essential resources required for the enhancement and

advancement of information services. Furthermore, the library has made efforts to ensure the provision of essential materials to the general public, as well as to experts within the educational field and other educational entities located in Kuwait.



What next?

There is ample evidence that education can bring about change, raise awareness and guide the development process towards achieving the common good of individuals and human societies. However, investing in education and knowledge necessitates that we reevaluate how we view the nature, purposes, institutions, modes of delivery, curriculum, and strategies of education. This is where the significance of educational research and its centers becomes evident. Research is employed to examine the present

condition of education, assess its caliber and efficacy, identify its requirements, and offer the insights necessary for the advancement of educational theory and practice. Therefore, research can be employed to enhance the efficacy of education in tackling challenges encountered by human societies at various levels.

To the best extent possible, the Gulf Arab States Educational Research Center aspires to fulfill that role in order to support the ambitions of the new generations in Member States. GASERC

has gained a deep understanding and experience in research, analysis, and development of perspectives and plans necessary to address current educational issues and responding to future challenges – and this serves as inspiration for its future vision. The Center has made great strides in the process of developing and unifying curricula in Member States and has made significant achievements in various educational domains which concern educational stakeholders in the region, providing a great legacy of research publications that serve as invaluable resources for everyone interested in such issues.

What has allowed GASERC to maintain its successful trajectory is the fact that it does not operate in a vacuum, but instead has constantly developed its programs and plans in response to the needs of Member States, while considering global advancements in various fields, and their impact on education at the regional and local levels. The Arab Bureau of Education for the Gulf States (ABEGS) has always provided significant support to the center. Through focused educational projects and programs that address Member States' aspirations to achieve the desired educational renaissance, this parent institution is making great efforts to make the visions of political and educational leaders for Member States a reality.

It is our fervent expectation that GASERC will persist in its prosperous journey and make further contributions to the advancement of educational development programs and projects within its Member States. This progress will be facilitated by the conscientious leadership of the organization, as well as the sincere efforts exerted



by its researchers and experts. Evidently, the dedication of every member of the GASERC staff to fulfill their assigned responsibilities will play a crucial role in achieving success. This unwavering commitment stems from a strong belief in the nobility of their roles, the honor associated with their mission, and the significance of their efforts in providing enhanced educational opportunities for future generations. Consequently, these endeavors will enable the realization of our aspirations for a better future characterized by secure, peaceful, and prosperous societies.



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