

Engineering Education in the Arab World

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ABSTRACT

1. Introduction

Engineering education has gone through significant developments during the past two decades. The advent and fast growth of personal computers have had important roles not only in developing new teaching tools and methods but also in bringing together the various schools of engineering education. The ease of access of educational information at any institution around the globe has made it easier for engineering educators to view and understand the methodologies and curricula at the various universities in different countries. Engineering education in the Arab countries have traditionally followed different schools depending on the location and historical/cultural ties. The western north-African countries including Tunisia, Algiers and Morocco follow the French university system with the tuition language being French. Iraq and the Nile valley countries, including Egypt and Sudan follow the English education system with the tuition language being English. Libya, Lebanon, Jordan and the GCC countries (including Saudi Arabia, Oman, Kuwait, UAE, Qatar and Bahrain) follow the American system, in which each academic year consists of two semesters plus a summer session and the tuition language is in English. Moreover, each country has adapted the engineering education system to suit the resources available and the specific needs of each country. This paper discusses the general features of the engineering education in the various parts of the Arab world.