Global University System
Palestine/Gaza Strip and West Bank; and
Prof. Dr. Takeshi Utsumi

A Suggested seminar on the Internet to teach Computer Networks

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The Globe witnessed in the last century informational extension that included all fields. There were comprehensive economic changes that depended on development technological renew abilities. There were also social changes that turned over all the existing criteria between social systems and the humanitarian relation as well as the total cultural changes that included religions, ideologies, systems, life-patterns and cultural requirements.

All of this had direct effect on universities in term of concept, educational pattern, type and beneficiaries. This led to a clear effect on their goals, functional programs and their rules of admission in light of new non-traditional pictures for university learning that can be summarized as follows:

1. ***Interest in scientific Learning:***
   Studies before the industrial and technological development were concerned with philosophy, ethics, logic, mathematics and progressive vocations, but now interest has increased with physical science and creating new intellectual climate not familiar to universities before. It is characterized with respecting the values of objectivity, neutralism scientific suspicion (suspect) and research which is all became basic elements of university tasks.

2. ***Interest in Research:***
   Universities were concerned with education in an attempt to keep the continuity of knowledge, but now scientific research has become a basic function of the university. The mission of the universities is not to introduce specific knowledge and prepare the youth to practice the vocational work, but its mission is to train them in a climate of free thinking to investigate and develop human knowledge.

   In accordance, the system of courses in university learning has appeared to enable the student choose the courses he admires to learn and that allows to quit some courses and substitute them with others. This has brought about flexibility in university-learning.

3. ***Admitting the technological learning:***
   The waving pressure of industry and industrialization besides the social change and the increase of profession-dependence on the content of scientific knowledge lead universities to open up the way to those applied technological jobs; therefore, they made specialized departments or colleges known as civic universities.

   Following this social, economic, industrial and cultural development several powers emerged to develop university learning into the open learning, distance learning and electronic learning. Among these powers are:

(a)   ***Appeals to people's extension:***
Freedom and equality have their role. Every body has the right in education. This drove universities to design various educational programs from all the different attitudes most of which are vocational that are not characterized with depth or precise knowledge, but are targeted at preparing vocational orientation that enable them to work in different fields.

These factors created relaxation in the levels of admission, reduction in the level of learning and variety of levels to suit the standards of students, their abilities, and their opportunities in attendance and discipline.

(b)   ***The change of university social structure:***
Due to the urging pressure on the social request of university learning, the social structure of the student and teacher changed. Teachers and faculty members graduated. This affected the emergence of open learning which is the type that does not cost them the traditional learning methods requirements re-attendance, participation with other students. In light of open learning, effort will be basically on the students; the teacher role is only to provide references and prepare the scientific material for the students, then guide and evaluate the student.

(c)   ***Recess of University Learning:***
In response to the requirement of economic change imposed by governments on universities to reduce their principles and rules such as:
Commitment to the academic community, gaining knowledge, the idea of university campus and the independence and interaction between teachers and students directly, the concept of traditional university has loosened and it has become natural that the university accepts new ideas and renewable pictures of university learning on top of which is the idea of open university and distance learning.

4.   ***Development Requirements:***
Concerns with the human element have become equal to interests in development as a basic element. Because of the university obligations to prepare and train the high levels of human resource, the university had to direct its abilities to achieve this goal; therefore, the university found it a must to change the rules of admission and methods of classical education like the lecture, discussion and direct supervision on students to the methods of distance learning such as T. V., radio, the internet, video tapes, assignments and educational bands etc. all of this in order to be able to meet the growing precautions of highly developed and specialized human resources in the different specializations required by development achievement.

5.   ***Change of economic and vocational organization:***
It was ultimately difficult to universities to open their gates to receive this tremendous number of youths longing for education. Hence there was a need to adopt the open education system and non-classical methods that allow them to gain university education which is not classical and related economically to the movement of society and its changeable requirements and which is flexible and adjustable to help the individuals to adapt with the changing word needs and which help to participate positively in development.

6. ***Guiding expenditure on university education:***
The costs of university education are high and this represents a problem to principals. Due to extension in university education, costs go up because the available resources of universities do not meet good education.

In light of these difficult circumstances, new methods of non-resident university education like open education and distance learning, have been established in order to meet the high demand on university education without involving the governments budget or that of the departments of education to provide contributions for students or exhausting students with costs of education.

7. ***Development of media and communications methods:***
Due to the technological development, there was a great progress in the means of communications and media that have the power to present and conduct information. Universities could employ these methods in university learning and could benefit all students regardless of their age, social, geographical, cultural and scientific backgrounds.

Finally the cause that led to adopt open or distance learning will remain present to long decades particularly that social, human, economic and industrial development is growing and interaction among these elements and technological factors will necessarily bring new results and great extension in knowledge.

Thanks,

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Summary Curriculum Vitae

An American born in The Gaza Strip, Dr. Fouad M. EL-Harazin is currently the president of the Gaza International Foundation for Peace on Earth (GIFPE), an NGO, and also heads the International Programs for National Research Center (NRC). Formally, He has acted as the Director of International Programs at AL-Aqsa University and has a M.Sc. and Ph. D. in Solid State Physics. He worked for 32 years at Northern Telecom, Inc., Eureka X-ray Tube Company, and Zenith Radio Corp. in the U.S.A.

Dr. EL-Harazin worked as a lecturer in Physics in Gaza City and is active there in the Society of Scientific Research and Studies and also the Palestinian Information Technology Committee. Currently, he is working in joint collaboration with several Palestinian Universities to develop distance learning.

Dr. EL-Harazin frequently participates in local, regional and international conferences. He has presented and published numerous papers and articles in both English and Arabic.

Recently, Dr. EL-Harazin developed and accomplished a great deal on e-Learning University in Gaza after we completed an e-Learning agreement with the University of Northern Virginia in USA. Also, he has also developed partnerships between The National Research Center (NRC) in Egypt-Cairo and NRC in The Gaza Strip-Palestinian Authority and, planning and developed an academic program for a Master's and/or Doctoral Degrees for the Faculty of Science, the Department of Environment & Earth for Islamic University in Gaza.

Dr. EL-Harazin utilizes the Internet to conduct a collaborative cross-cultural e-Learning program (MIT LINC; http://linc.mit.edu) in efforts to facilitate cultural bridging and collaborative dialog. Furthermore, these programs provide badly needed opportunities for underserved students in conflict-ridden areas.

The most recently is to prepare to create in Palestine "The Global University System/Palestine/ Gaza and West Bank". The Global University System (GUS) is a worldwide initiative to establish broadband Internet infrastructure for enhancing e-learning and e-healthcare across national and cultural boundaries for global peace. The philosophy of GUS is based on the belief that global peace and prosperity would only be sustainable through education. The prime objective is to achieve "education and healthcare FOR ALL," anywhere, anytime and at any pace.

Dr. EL-Harazin's mission is to promote innovations for peace in the Middle East and to help the Palestinian people. He has been charged with the responsibility of developing educational policy, methods of implementation, and curriculum within the Palestinian school systems. He works within local and international communities to bring people with diverse knowledge, perspectives and resources together in hopes of building an excellent Palestinian academic system.

Thus far, Dr. El-Harazin has raised in excess of three million dollars for education, which has translated into seventy-thousands books (donated to Palestinian Universities) and has purchased greatly needed medical materials and computers in for Gaza strip.

To learn more about Dr. El-Harazin's peace and educational efforts, please visit: http://www.gifpeace.org

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He is the 1994 Laureate of the Lord Perry Award for Excellence in Distance Education. His public services have included political work for deregulation of global telecommunications and the use of e-mail through ARPANET, Telenet and Internet; helping extend American university courses to developing countries; the conduct of innovative distance teaching trials with "Global Lecture Hall" multipoint-to-multipoint multimedia interactive videoconferences using hybrid technologies; as well as lectures, consultation, and research in process control, management science, systems science and engineering at the University of Michigan, the University of Pennsylvania, M.I.T. and many other universities, governmental agencies, and large firms in Japan and other countries. Among more than 150 related scientific papers and books are presentations to the Summer Computer Simulation Conferences (which he created and named) and the Society for Computer Simulation International.

He is a member of various scientific and professional groups, including the Chemists Club (New York, NY); Columbia University Seminar on Computer, Man and Society (New York, NY); Fulbright Association (Washington, D.C.); International Center for Integrative Studies (ICIS) (New York, NY); and Society of Satellite Professionals International (Washington, D.C.). Dr. Utsumi received his Ph.D. Ch.E. from Polytechnic University in New York, M.S.Ch.E. from Montana State University, after study at the University of Nebraska on a Fulbright scholarship. His professional experiences in simulation and optimization of petrochemical and refinery processes were at Mitsubishi Research Institute, Tokyo; Stone & Webster Engineering Corp., Boston; Mobil Oil Corporation and Shell Chemical Company, New York; and Asahi Chemical Industries, Inc., Tokyo.