

Default university education policies in
Australia and Malaysia and the possibility of
benefiting from them in Egypt. "A
comparative study"

Abstract in English

That the interest in the implementation of the policies of education will eliminate the barriers of traditional university education spatial and temporal, which allows the provision of university education for the disadvantaged geographically, socially or economically and achieve the goals of university education in keeping with the technological and cognitive changes taking place in the world.

The problem of the study was how to benefit from the liberal education policies in both Australia and Malaysia in developing the Egyptian university education system in accordance with its cultural conditions and conditions.

In this regard, the study aimed at presenting the virtual education policies in both Australia and Malaysia and the possibility of benefiting from them in the development of higher education institutions in Egypt.

It also aimed to identify the most important efforts and initiatives adopted by Egypt to implement the virtual education, and then to find proposed mechanisms and procedures to benefit

from the policies of free education in both Australia and Malaysia in the institutions of higher education in Egypt and commensurate with the conditions of Egyptian society.

The importance of the study was that the interest in the implementation of the policies of education will eliminate the barriers of traditional university education, spatial and temporal, which allows the provision of university education for the disadvantaged geographically, socially or economically and achieve the goals of university education in keeping with the technological and cognitive changes taking place in the world.

The study limits the selection of both Australia and Malaysia as comparative countries because of their leadership and wide experience in activating the implementation of the policies of virtual education in university education quickly and successfully. The study also described and analyzed Egyptian efforts and initiatives to expand the virtual education in Egyptian universities.

The study used the comparative approach in both descriptive and analytical terms.

The study ended with the proposal of a set of mechanisms to activate the policies of university education in Egypt as follows:

1. To enact the necessary legislation to regulate the field of virtual university education, to be reliable and credible, especially those

related to electronic document, electronic payment and signature, and the protection of intellectual property rights of educational resources published on the network.

2. To carry out awareness and educational sessions to spread the culture of the legal education, to identify its advantages, its returns and its development goals, and to convince leaders, officials and other parties of the educational process of its importance and usefulness in reforming and developing university education.

3 - to go to employers and convince them that the University's virtual certificate meets the needs of the labor market; the student's conviction is strongly linked to the conviction of the labor market.

4 - Encouraging researchers and researchers to research in the field of organizing and working virtual universities, in order to find the best ways through which to improve efficiency and increase effectiveness, and in turn reduce their costs to a minimum, so that the economic feasibility of that university.

5. Interest in and support of university libraries in the field of information technology, including the establishment of CD libraries in preparation for their availability through the Internet.

As well as a set of actions related to the virtual education policies, which can be implemented through the implementation of the best use of the policies in comparison countries in the field of virtual university education as follows:

1- The need to adopt a comprehensive strategy and plan to introduce the technology of education provided in the educational institutions in the country according to a specific program.

2- The Ministry of Higher Education should have a central role in promoting the use of information technology, activating the dissemination of e-learning effectively and integrating the elements of modern technology to modernize students' performance.

3- Support the development of aid organizations for the development of effective technology, and develop a database of learning resources associated with assistive technologies for educational development.

4- Preparation of data for beneficiaries by the Center for Technological Development in relation to: strategies for financing educational technology, and development of effective technology applications that contribute to the preparation and training of faculty members.

5- Support a program of research and development in technology and virtual education to serve the development of education technology

and to discuss methods to provide equal and equitable access to education technology for all citizens, especially in the multiple learning situations associated with different learning environments suited to the needs and abilities of learners in Egypt.

6- Access to education in the Information Society requires a forward-looking approach, as in Australia and Malaysia. Key transformations include: the shift from developing technology to producing electronic content and software, shifting from dependence to self-reliance, Increased collaboration between networks in the field, the transition from specific education to lifelong learning, and the transition to creativity and innovation in education.

7- Strengthen political and educational support and support for the Virtual Education Project and raise it to national priorities as in Australia, and develop legal legislation to support intellectual property rights.

8- Provide an electronic library to help students access the information electronically with the redesign of libraries in proportion to the presentation, dissemination and dissemination of information.

9- Holding seminars and workshops to present research related to virtual education and information technology to practitioners and industry representatives to discuss and express

opinions on the important issues of employing,
managing and evaluating this new technology.