

# NATIONAL COUNCIL ON U.S.-ARAB RELATIONS

## 17<sup>TH</sup> ANNUAL ARAB-U.S. POLICYMAKERS CONFERENCE

### **“TRANSITIONING THE WHITE HOUSE: CHALLENGES AND OPPORTUNITIES FOR ARAB-U.S. RELATIONS”**

FRIDAY, OCTOBER 31, 2008

RONALD REAGAN BUILDING & INTERNATIONAL TRADE CENTER  
WASHINGTON, D.C.

11:00 a.m.-12:30 p.m.: "DEVELOPMENTAL AND EDUCATIONAL DYNAMICS"

**Chair:** H.E. Marwan Muasher - Senior Vice-President of External Affairs, World Bank; former Foreign Minister of the Hashemite Kingdom of Jordan; former Ambassador of Jordan to the United States; author of *The Arab Center: The Promise of Moderation*

**Speakers:**

*Educating Each Other (I): “Arabia’s Challenges and Opportunities”*

**HRH Prince Turki Al Faisal** – Chairman, King Faisal Centre for Research and Islamic Studies, Riyadh, Saudi Arabia; former Saudi Arabian Ambassador to the Court of St. James and the United States of America; former Director General, General Intelligence Directorate, Kingdom of Saudi Arabia

*Educating Each Other (II): “The Human Rights Agenda”*

**H.E. Houda Ezra Nonoo** – Ambassador of the Kingdom of Bahrain to the United States. In 2006, Ambassador Nonoo was appointed by His Majesty the King, Shaikh Hamad Bin Salman Al Khalifa to the Shura Council; serving on the Committee for Finance and Economic Affairs

*Educating Each Other (III): “Preparing a New Generation of Leaders”*

**David D. Arnold** – President, American University in Cairo; former Vice President, Institute of International Education (IIE); former Ford Foundation Representative in India

**Commentator: Ms. Muna Abu Sulayman** – Co-Host *Kalam Nawaem* (“Softly Speaking”), MBC-TV; Managing Director, HRH Prince Awaleed Bin Talal Kingdom Foundation

*Transcript by Ryan & Associates*

[DR. JOHN DUKE ANTHONY] Many of the issues that we have been focusing on have been political, geopolitical, geo-economic, geo-strategic and appropriately so because America's relations with the Arab countries, the Arab world, Arabs partners and strategic allies as well as Arab countries; relations with us in all of those categories and dynamics being appropriate. There are also two missing components of this and this has to do with educational dynamics of educating each other. We often times speak past each other, look past each other, or look behind each other and there is the developmental dynamics of modernization, which is not as the same as Westernization, and the implications of both of these sets of dynamics on the overall tenor, tone, nature and extent of the Arab-U.S. relationship.

The chair of this panel is His Excellency Doctor Marwan Muasher who is the Vice President for External Affairs at the World Bank. He's had an extraordinary career. We have been friends for nearly a quarter of a century. He has his PhD in engineering from Purdue. He came most recently to this position from being in the Upper House of Jordan's Parliament as a Senator. He began his career as a journalist for Jordan Times, and Jordan Times was a pioneer participant in one of the National Council programs that I neglected to describe, mention yesterday namely the Arab World Journalism Internship award.

There are 88 schools of journalism in the United States and we have had a program that has taken 55 of their outstanding graduates and put them to work on English language newspapers because in journalism school they don't teach Arabic. In Saudi Arabia and the United Arab Emirates, in Jordan and Kuwait as well as Egypt. And Jordan Times took the first of our interns and that was Scott McCloud who has become an extraordinary journalist for Time magazine. Indeed when King Mohammed of Morocco gave his first international interview exclusive it was to Scott McCloud of Time magazine who was an alumnus of the first class of the National Council's Journalist in the Region.

Dr. Muasher became the Director for the Jordanian Information Bureau in Washington, D.C. and this is when and where we first met. And he was instrumental in helping get the authorization and acceptability and the respectability of the National Councils programs in Jordan for high school graduates from 36 American cities, as well as Malone Fellows from the 800 universities that we have a cooperative arrangement with. Since then we have 25 total delegations that we have sent to Jordan as a result of what he was able to establish and Queen Noor, at the time Jordan's Queen and the wife of King Hussein.

In 1995 he became Jordan's first Ambassador to Israel, 1996 Jordanian Ministry of Information, 1997 Jordan's Ambassador to the United States and then Minister of Foreign Affairs, Deputy Prime Minister and author most recently of a groundbreaking book, "The Arab Center", having to do with the challenges of those Arab leaders who are referred to by Americans as moderates but increasingly by those who were hostile to American policies, positions and actions and attitudes and the kinds of lecturing that Barbara Bodine referred to. The word moderate has become debased and decoined. Its sometimes now seen as America's Arab, or an echo chamber of Washington, D.C. Doctor Muasher has addressed this issue in terms of the need for strengthening Arab moderates and the Arab Center. Dr. Muasher.

[MARWAN MUASHER] Thank you so much, John. This is way too generous an introduction.

I actually will moderate this session. I'm extremely glad to be here and to be among such a distinguished group of speakers talking about an issue that in my opinion is as important as any other issue facing the Middle East today. When we talk about education we truly are not just talking about the quantity of education, something that the Arab world has made great strides in, and whether it is in putting people in schools, whether it is in closing the gender gap or whether it is in fighting illiteracy. But whereas a lot of effort has been put into the quantity of education, I believe that the more important challenge facing the Arab world today, and I'm sure the panel will address that challenge this morning, is to talk about the quality of the education in the Arab World.

This is where truly the region is still lagging behind many other regions in the world. What is the content of the education and material that we are teaching our children? Are we giving them the skills that are needed in the marketplace today?

You know that the Arab world is a very young region. More than 60% of Arabs are below 30 years of age. And it is estimated, according to the World Bank, that we will need at least 100 million new jobs between now and the year 2020. So in the next 12 years if we are to be able to address the important issue of unemployment and poverty reduction we will need to, in the Arab world, create 100 million new jobs.

Is our education system equipped to give people the skills that can make them competitive in the domestic, regional and international arena? Are we teaching them the soft skills that are needed - critical thinking, problem solving, communications skills -- or are we still you know instilling in them a memory based direct learning system that has as we all know become outdated? Are we teaching them values of diversity and tolerance and respect for other opinions? Or are we teaching them absolute truths without any margin for critical thinking and for respecting other points of view?

These are all extremely important issues that the Arab world will have to face, cannot keep ignoring, particularly in such times when we are all facing a global financial crisis and we are all facing problems of development in the region. I'm truly delighted to have with us today people who are very well equipped to talk about this. These all need no introduction but let me just say a few words.

We have of course His Royal Highness Prince Turki al Faisal who is not just, you know, he has a long list that I don't need to go through. You all know him or many of you know him from his days here as the Saudi Ambassador to the U.S. He's been the Director General of the Intelligence Directorate General in Saudi Arabia and as well as many other titles. I would like to introduce him today as a scholar, a thinker and a reformer in the Arab world.

And equally so I would like to introduce the Ambassador of the Kingdom of Bahrain to the United States. The first woman Ambassador from Bahrain to the United States and the second Arab ambassador to the United States as well. Ambassador Houada Nonoo who has been also part of the Shoura Council in Bahrain, who has been Secretary General of the Society of Human

Rights in Bahrain, something which we also need to instill in our children, in our education system, so it's a pleasure Ambassador to have you also on the panel.

Mr. David Arnold, the President of the American University of Beirut and former – oh I'm sorry, of Cairo, oh Freudian slip of the tongue.. and former Vice President of the Institute of International Education. Comes from leading a long tradition of both American University in Cairo and in Beirut of teaching relative truth, of teaching the dangers of subscribing to absolute truths, and teaching the values of tolerance or diversity and of respecting other people's opinions.

And as commentator on the presentations that we will hear today we also have Ms. Muna Abu Sulayman who is co host of the very popular program on MBC Kalam Nawa'im, softly speaking, a program that has really been a pioneer in putting forward women's point of views on several issues facing the Arab world. So it's a pleasure also to have you among us today.

With that I will turn the floor to His Royal Highness Prince Turki.

[PRINCE TURKI AL FAISAL] [Greeting in Arabic] Ladies and gentlemen I will preface my remarks with a short story about education. When my late father was thinking of sending his children abroad his first destination for us was going to be the American University of Beirut. Then he had the wisdom as he always did to consult with others and asked a very good Lebanese friend of his whether that is a good idea or not. You must remember this was in the '50s. And his Lebanese friend turned to him and said, "If you want your children to become Socialists and Baathists send them to the American University of Beirut. Hence we all came to the United States.

I thank Admiral Bernsen and Dr. John Duke Anthony for inviting me to speak at this august gathering. It's nice to be back at the Arab American Council. I also thank Ambassadors Cutler, Fowler, Fraker and Jordan for what they said about me yesterday. Frankly I couldn't get out of the room here because my head was so big. But in all humility it was nice to hear the accolades.

I also want to thank Ambassador Fraker especially, for taking the time to visit more places in the Kingdom than I have and to make the connection with the Saudi people that he has. It is vitally important to do that. Not only to show the flag as it were but to deny our enemies their aim of separating us from each other.

Despite the title of this panel, and with Dr. Anthony's and Marwan's indulgence, or, as in this case, without it, I shall address my remarks to quotations from statements I heard during the last three months, and if Doctor Anthony and Marwan would indulge me, and I shall hear and obey, I shall refer to some of what I heard yesterday in the truly inspiring panels on Iraq and Iran and the other panels and the other equally inspiring panels of today.

Last September, ladies and gentlemen, at the Republican Party's National Convention, the former Secretary of State, Doctor Henry Kissinger, in replying to a question about the United States' relationship with the Kingdom and the effect of oil on it, had this to say, "It is an issue that has defeated every administration that I've observed. I think everybody, if they were given

truth serum, would recognize that this is an unviable system, and nobody has been willing to face the consequences of overthrowing the system."

And what does Mr. Kissinger propose to remove the constraint to overthrowing Saudi Arabia? He proposes the following, "Of course, we ought to reduce our dependence on oil, and we know how to do it on two levels." He then describes how alternatives can be used, and he also describes how it was possible in the 70's to organize the consumers to act collectively in the face of what he calls a "monopoly."

He finishes by saying: "And could you do the consumer group, then the relative position of the oil producers would rapidly decline, and then the issue of political evolution would be less fraught, if it didn't matter so much whether there was a period of uncertainty in Saudi Arabia. You could tackle the problem in a different way than you can under present circumstances."

This, ladies and gentleman, is from one who is considered the elder statesman Not a very statesmanlike statement. Is Doctor Kissinger calling for the overthrow of the Kingdom, and for what? The next President and administration should discard such jingoistic propositions. America should resist the call made by many influential people and organizations to regard the issue of energy in "them and us" terms.

There can never be energy independence because oil is a fungible commodity, bought and sold, in many instances, while the tankers are at sea. It will also remain the cheapest source of energy in the foreseeable future. So instead of calling for energy independence, the United States should pick up the hand that King Abdullah has offered and join in a collective effort to meet this grave challenge.

The United States should also stop deluding itself, if that Mr. Kissinger was deluding himself with, that Saudi Arabia can be overthrown. When Mr. Kissinger is supposed to have threatened the late King Faisal with the prospect of no more customers for Saudi oil, the King is supposed to have said that "We will go back to our tents in the desert and live on camel's milk and dates. But you Mr. Kissinger, what will you do if there is no more oil?"

This is probably an apocryphal account, but it is indicative of the Kingdom's resolve to survive, regardless of what Mr. Kissinger believes or advocates.

I refer now to a speech that Under Secretary of State for Public Diplomacy and Public Affairs, Glassman, gave at the Foreign Press Center briefing on July 15 2008.

In this briefing, Secretary Glassman said, and I quote, "The key goals today are to diminish the threat to America and the rest of the world posed by violent extremism and weapons of mass destruction, and to help people around the world to achieve freedom. Now, those two goals are linked. As the National Security Strategy puts it, championing freedom advances our interest because the survival of liberty at home increasingly depends on the success of liberty abroad."

How true Mr. Glassman. How about living up to those words and champion freedom for the Palestinians? The Secretary goes on to say the following: "In the war of ideas, our core task is

not to fix foreigner's perceptions of the United States. Those perceptions are important, but America's image, indeed America itself, is not at the center of the war of ideas." How extraordinary!

He goes on to say: "The shorthand of this policy is diversion, powerful and lasting diversion, the channeling of potential recruits away from violence with the attractions of entertainment, culture, literature, music, technology, sports, education, business, in addition to politics and religion."

Further on he says: "There is a widespread belief in Muslim nations – about four out of five people believe this – that the United States and other Western powers are out to destroy Islam and replace it with Christianity. It's a widespread belief. And this is the root belief that underlies much of the passive support for the violent extremism of al-Qaida and similar groups. The flow of new recruits has not stopped."

I don't see how he squares this statement with his previous one. Can you? How can you admit that the root cause that brings in recruits to al-Qaida is the view of America as a destroyer of Islam and say at the same time that America's image is not at the center of the war of ideas? I cannot understand this double speak.

In answering a question afterwards, about how important it is to capture Osama Bin Laden to win this war of ideas, the Secretary answers: "I don't think it's particularly important. And whether Osama bin Laden is killed or captured, I think, is not of great consequence." I heard President Bush say "We will get bin Laden." Every day that bin Laden lives, after the president's promise, he gathers more prestige and an aura of invincibility. His image as the untouchable scourge of the greatest power on earth is the best recruiting means for him. His cult enhances itself and presents itself as the champion of Muslims, whom the Secretary readily admits are convinced that the United States is out to destroy them. Again, I cannot understand the double speak.

Finally, in answering the following question: "The Djerejian report, among its other conclusions, concluded that no matter how good your public diplomacy is, it's ultimately policy that makes the difference, and that you can only improve what you are trying – or you only achieve what you're trying to achieve to a certain degree, without addressing policy issues."

The Secretary, who was a member of the Djerejian commission, gives a long and rambling answer. He parries the question but does not answer it. I quote the following from his answer: "First of all – the Djerejian report did talk about how important policy is. It made no judgment about whether policy is 80 percent or 90 percent, or certainly not 100 percent. You know, how big a portion policy is as far as determining whether people trust or respect a nation. But it's important. There's no doubt about that, and I cited it myself, as far as favorability and the United States is concerned .. Now, in the end, policy is formulated for many reasons. I would be myself very much opposed to a policy that's formulated only because of public opinion in the world. I mean, that may be a factor, but it can't be the deciding factor." Can you understand that? I certainly can't. How about a policy that addresses what the Secretary admits is a view among 80 percent of Muslims that America is out to destroy Islam?

Ladies and gentlemen, America will get nowhere in the Arab and Muslim worlds until it radically changes its policy, by implementing it, rather than simply stating it. President Bush has stated that he wants a contiguous, viable, democratic Palestinian state living side-by-side with Israel. Do that.

There is no need for further plans, or initiatives, or policies. They have all been addressed, dissected and disseminated. All they need is implementation. I hope the next president does that.

Now I shall address the other issues raised by the panels.

On nuclear proliferation, the double standard is very much a factor in this issue. It was stated yesterday that Iran has opposed every American effort in the area and therefore should not be treated like others. Regardless of that, the reality is that the Iranian Government's policy on nuclear enrichment is supported by the vast majority of the Iranian people. You have to address that public opinion by proposing, as a first step, to make the Middle East area free of nuclear and mass destruction weapons.

This ladies and gentlemen does not reward a foe. Rather it makes that foe unable to use the double standard to get support from its people. It also helps us, the friends of the United States to point to the fairness of its position.

On Palestine it is equally important to remember that double standard holds there as well. The freely elected government of Palestine was summarily ostracized by the United States and Europe, by people who take every opportunity to lecture us about espousing democratic practices.

America even waged war to impose democracy on Iraq. How does that make sense. For the sake of America's friends in the area, including Israel, instead of wearing kid gloves when dealing with Israel, you should be wearing boxing gloves.

And on Lebanon, get Israel out of Shaba'a Farms and the other Lebanese territories yesterday, not tomorrow.

A final point that I would like to make to the next President, whoever he is. Pack your bags as soon as you're elected and go to the Middle East and listen and ponder what you hear before political dues and your advisors overtake you.

[MUASHER] Prince Turki, thank you very much for this fresh and candid presentation.

I call now upon Her Excellency Ambassador Houda Nonoo to present the human rights agenda as our next presentation.

[AMBASSADOR HOUDA NONOO] Your Excellencies, distinguished guests, ladies and gentlemen, I would like to thank Doctor John Duke Anthony for inviting me to speak at the National Council's 17<sup>th</sup> annual Arab-U.S. Policymakers Conference about the progress of human rights in Bahrain and the region. Bahrain is proud of its landmark achievements in respect to

human rights, which stems from his majesty King Hamad Bin Issa al-Khalifa's strong belief that people of Bahrain are the cornerstone of its development.

The kingdom has long been reinforcing state institutions to open up new access and channels for citizens to fully exercise their rights. This commitment is constant and unwavering and has led to the emergence of many civil society institutions operating in this field. In addition to Bahrain's official enrollment in many international agreements such as the Child Rights Agreement, the Agreement to Eliminate Racial Discrimination and the Arab Charter on Human Rights, which was approved by the Arab League in Tunisia in 2004.

No discussion of human rights is ever complete without an open dialogue on the rights of women. Women's rights, which are an integral part of human rights, are essential to any vision of a democratic society. This is why this cause is very strong in the Kingdom.

In August of 2001 the Supreme Council for Women chaired by the wife of his majesty the King was established as the official body responsible for suggesting policies that promote women's contributions to society. Bahrain realizes that there are costs associated with keeping women out of economic and political circles. Women are entitled to more important positions in both public and private sectors. Some of the achievements reached by Bahraini women include: being elected President of the UN General Assembly in 2006, becoming the first elected female member of Parliament among the Gulf States also in 2006, ten Bahraini women were appointed as members of the Shoura Council, and four women have been nominating for the Nobel Peace Prize in recognition of services they have rendered to women, families and communities.

Bahraini women hold positions of ministers, undersecretaries, ambassadors as well as key executive positions in private sector industries. Early this week the status of Bahraini women has significantly improved since the countries ratification of the Convention on the Elimination of All Forms of Discrimination, CEDAW in 2002. Areas such as political rights and representation and decision-making process saw great improvements. The report was presented in and discussed just yesterday in the committees meeting in Geneva. Officials noted that the application of the convention provisions was in line with the countries legislation on gender equality, which is stipulated in the Constitution National Action Charter, which is a package of political reforms endorsed by the people of Bahrain in a referendum on February 14, 2001.

Today the Arab world is witnessing an economic metamorphosis marked by solid growth, remarkable economic reform and liberalization and gradual yet productive social change. Arab women are increasingly at the center of this dynamic transformation and have played noteworthy role's in this process. Hence, there needs to be a greater sense of public awareness about Arab women's success and achievements. Wealth controlled by women in the GCC countries alone was estimated at \$246 billion in 2007. Around 30% of the women have initiated and run small and medium projects.

Last year a Barclay's wealth survey found that Arab women are the world's most confident about investing in funds and the most secure in their knowledge of estate and retirement planning. Most Arab countries have at least one female government minister. In Tunisia 40% of doctors and 70% of pharmacists are women. Those with degrees have surpassed many Arab

countries, which grant women equal rights to participate in local, consultative and municipality councils.

Yet despite these praiseworthy achievements there is plenty of room for growth and development. We must call for reform plan that includes the provision of funding and training opportunities, women to women transfers of knowledge and power, and a labor mechanism to ensure equal opportunities based on merit and qualification. Advancement for women and protecting their rights lies in raising and shaping awareness. Most importantly it lies in education, and the importance of concentrating on the concepts of citizenship and the rights and duties inherent in it. Bahrain has always had a reputation of being one of the most liberal and pluralistic states in the region; this has been reflected in the education system and its development throughout the years.

According to the UN gender portrait 2007-2008 Bahrain occupied the third Arab position and 42<sup>nd</sup> rank at the international level, ensuring higher female competence in comparison with men in health and education domains. On an international level it occupies the 23<sup>rd</sup> position in terms of women's access to primary, secondary and higher education. Since the first women's public school opened in 1919 and the first girl's school in 1928, Bahrain's education system has come a long way. Access to schooling is guaranteed and we have one of the most developed education systems in the Gulf. The Ministry of Education has always provided free education to Bahraini and non-Bahraini students between the ages of 6 and 18 in public schools. This well ensured that the gender parity index in education is equal.

Bahrain has met the objectives set by the UNESCO for the provision of education for all. According to the latest report issued by the organization in November 2007 Bahrain ranked first in the Arab world in this domain. In 2005 Bahrain's Representatives Consult took an unprecedented step in the Arab world where it approved the decision to include human rights and democracy as a distinct subject in the Education Ministry's curriculum at the primary, intermediate and secondary levels. The challenge for school administrators is presented in the need to translate the concept of human rights and the principals that are contained in national charters into everyday practices. The promotion of citizenship within the context of a formal curriculum could offer real opportunities for young people for participation in their own society in the third millennium and to the post modern era with all the demands and ethical intellectual stresses.

With human rights at the forefront of the overall reform process the Kingdom of Bahrain has granted increased attention to the children with special needs. The philosophy of Bahrain's Ministry of Education, particularly Executive Directorate of Special Education is to support and integrate children with special needs into mainstream schools where possible. We have developed legislation to ensure this inclusiveness. We are one of the first countries to develop a law that requires providing services for the disabled. [Munira al Hindi] a former colleague of mine in the Shoura Council who is herself disabled has been a strong advocate for passing additional laws to further this cause.

It is the Kingdom's pioneering role in the region that has prompted [Lily] Van Dyke, the founder of the Van Dyke Foundation to consider Bahrain for her proposed Assistive Technology Project.

The Van Dyke Foundation is a non-profit organization that encourages people with disabilities to enter into the workforce and integrate into society. Her proposed project would provide services in many of the existing organizations for people with disabilities in the Arab world. In August of this year, Bahrain has signed a convention to promote, protect and ensure the human rights of all persons with disabilities and to promote respect for their inherent dignity.

I am very proud of the accomplishments of my country as well as those of the Arab world. Access to education has improved noticeably in the past several years and new universities with global standards are slowly surfacing. Arab governments are investing more in research and development. However we are still facing many obstacles in the field of educational reform. The Kingdom of Bahrain itself faces some challenges in this domain but we are undergoing serious transformation.

In coordination with major educational institutions around the world the Ministry of Education is currently working with our academic development board, the Supreme Council of Women and other primary stakeholders to implement a comprehensive reform plan for education in Bahrain. As I know that the road to these achievements has been long and not unmarked with challenges, I realize the road ahead requires commitment and perseverance, and although we have significantly improved our human development processes we must also understand that these improvements are still relative. It is true that in the Arab world 70% of the university graduates in 2007 were female, but we need to question how many of those graduates made it into the workforce.

Government initiatives will not suffice if they are not coupled with the careful monitoring of implementation processes on a societal level. Only by embracing the tenets of democracy can we create truly democratic societies that uphold the basic principals of equality, political and social justice and the protection of human rights. The Arab world is a fertile ground for human development. Arab women constitute the very fabric of the Arab worlds identity and its youth are the recipients of this rich heritage. Together they present endless potential that will require an evolution rather than a revolution in order to maximize their capabilities. I am very optimistic about the future, one where citizens truly enjoy greater freedoms without abandoning the customs and traditions that grant our region its distinctive character. Thank you.

[MUASHER] Thank you, Ambassador for an account on how women are faring in Bahrain and also in some of the Arab world countries. I'll give the floor now to President David Arnold of the American University of Cairo, who will give a talk on preparing a new generation of leaders.

[DAVID ARNOLD] Good morning, Sabah el kheir, to all here, I bring warm greetings from Cairo. Delighted to be with you and really truly honored to be part of such a formidable panel. I want to begin by expressing my thanks and appreciation to the National Council on U.S.- Arab Relations for incorporating this topic, this set of issues in the agenda for this conference. This morning we spent a lot of time talking about hardware. This panel is focused on the software of the U.S.-Arab relationship and I think it really is addressing a critically important set of issues.

As we all know the Arab world today is facing enormous development and educational challenges. Five years ago the UNDP issued one of its series of Arab Human Development reports focused on the so-called knowledge gap between the Arab world and industrialized countries. Looking at a wide array of indicators: literacy rates, scientific publications and inventions, translation of books and reference materials into Arabic, the skill competencies of secondary school and university graduates the UNDP report painted a pretty dismal picture of Arab educational systems and of its scientific research capabilities. The central link between education and development were summarized in the UNDP report by saying, “ Despite a rich and time tested intellectual tradition and not withstanding the region’s tremendous human capital, the potential of people in the Arab region is constrained by barriers to knowledge acquisition, dissemination, production and utilization.”

Well, the good news is that today five years later this issue of the knowledge gap is getting real attention in many parts of the Middle East, from governments and international organizations, from educators and importantly also from private individuals, corporations and foundations. A few examples are worth noting. For example, in cooperation with Mohammed bin Rashid al Maktoum Foundation the UNDP will soon be following up on its 2003 Arab Human Development Report with a project that will be designed to assess progress on education issues in the Arab world and will be bringing out a new Arab knowledge report which is expected to focus on the lessons that have been learned by several Arab countries that are successfully expanding and improving their educational systems and outcomes.

The Maktoum Foundation has also launched a major scholarship program to provide graduate education opportunities for students throughout the region and is pursuing a variety of other educational initiatives. Other private foundations and donors are also doing outstanding work on educational and related development issues. Most notably Saudi Arabia’s Kingdom Holdings Foundation represented here today by our distinguished speaker this morning and commentator, Miss Muna abu Sulayman, who is the Managing Director for that foundation. I have to admit in this company and Muna’s presence that AUC is one of the fortunate recipients of the Kingdom Foundation’s generosity and work in the education field. Their support not only for our new campus but also for the creation of the first of its kind, a Center for the Study of American Society and Culture which bears Prince Alwaleed’s name. It’s interesting that it took a Saudi prince to convince the American University in Cairo that we ought to have a center for American studies, but he was very persuasive. We saw the immediate merits and benefits of creating that new center as did the American University in Beirut, our sister university in Lebanon.

Alongside these philanthropic initiatives we’ve seen an explosion of interest in the region from established universities in the US and in other countries. Earlier this year the New York Times ran a series called global classrooms, which illustrated the burgeoning of American of education initiatives in the Arab world and pointed to many U.S. universities that are establishing branch campuses there.

These new higher education players are joining an established network of existing and well established American universities in the region, including our own university, the American University in Beirut, the Lebanese American University and the American University in Sharjah, all of which are accredited US incorporated non profit educational institutions.

All of these initiatives are being supported by enlightened leaders who really recognize that higher education holds the future, the key to the future of the region. We've seen in Qatar for example, Education City which now hosts some of America's premier institutions: Cornell Weill Medical School, the Georgetown School of Foreign Service, Northwestern McDill School of Journalism, Texas A&M, Virginia Commonwealth University, Carnegie Mellon, a number of other U.S. institutions, all part of this incredible complex that is being developed in Doha with the leadership of Sheika Mousa.

In Dubai we have branch campuses now popping up from places like Michigan State University, George Mason University and other institutions and NYU has recently announced the plans for creating a new campus in Abu Dhabi. These initiatives are not being launched independently, they are being launched in cooperation with enlightened Arab leaders that recognize that the real wealth of nations will be measured not in terms of natural resources or geographic locations, but rather in the capacity of succeeding generations to meet the economic and social challenges of the changing strategic and geopolitical environment.

So all of these efforts, those by foundations, by universities, by corporations, by individuals, by governments, all of these efforts are necessary and essential really to provide the kinds of opportunities that are necessary to meet the challenge that was alluded to by our chairman and moderator, and that is the challenge of responding to the demographic bulge of 100 million young adults who are expected to enter the labor force over the next ten years. 100 million young adults who will need the skills not only to compete in a knowledge driven global economy but also to be active, engaged and empowered citizens of the global community. This is an enormous challenge, but as you know educators are by definition optimists. If we did not believe that the world could be a better place, why on earth would we bother to teach and prepare the next generation of young leaders to help build and create a better future for us all?

So I approach this challenge and I think all of us approach this challenge with a sense of hope and a sense of optimism. My university, the American University in Cairo has been training and educating precisely these kinds of leaders for nearly ninety years now. AUC has been at the forefront in terms of educating Egyptians and students from the wider Arab world and also in educating Americans about the Arab world, and building bridges of understanding between civilizations and cultures.

We at AUC are acutely aware of the important role that education plays in preparing people for lives of not just productive and fruitful employment and good careers but also making a difference and a contribution in the lives of their communities and of their nations and of the region.

Let me share with you three key areas where I think institutions like AUC and the other universities that I've alluded to can make a lasting contribution to advancing the goals of education and development in the region.

The first, which I've alluded to, is in our ability to educate and prepare future generations of young men and women to lead their countries and engage in increasingly global economy.

Secondly is the willingness of our university to extend the resources of the university into the societies, which we call home, through our community outreach and public service initiatives.

And third is the unique ability of universities and academic institutions to serve as a two-way bridge for the free exchange of ideas and for building mutual understanding between cultures.

Let me start with the role that AUC and other similar universities are playing in educating the next generation of Arab leaders. One of the unique and distinctive qualities of the American style liberal arts education that AUC provides is that it has the benefit of producing well-rounded graduates in a variety of different fields and disciplines.

Our philosophy and our rigorous core curriculum are designed to ensure that our graduates leave with an intellectual foundation and a skill set that will enable them to advance in their respective careers but also contribute to their respective countries. This requires a solid grounding in a range of academic disciplines coupled with the kind of critical thinking and lifelong learning skills that are the hallmarks of a strong high quality liberal arts education.

I think at no time in our history has the need for independent minds, that are able to learn to question, to formulate their own conclusions, been more vitally important. And over the last nine decades AUC has demonstrated the capacity to produce outstanding leaders in a wide variety of fields and disciplines.

On our new state of the art campus in New Cairo AUC students are working alongside professors to discover new nano technology applications, they're studying biotechnology, ethics and legal principles. They're also learning the fundamentals of economics and acquiring the business skills necessary to manage and direct companies that are contributing to the economy of the region. They are being trained as journalists, as diplomats, as IT professionals, as attorneys and engineers and teachers and actors and artists. But most importantly they are all being taught these disciplines within the framework of a rigorous U.S. style liberal arts education.

We often tell our students, our education at AUC is not intended to teach you what to think but rather to train you how to think. The aim of our broad based curriculum is to ensure that our students are not just well trained but are well educated, and they're equipped with the skills to continue learning over the course of a lifetime.

Perhaps the best of testament that I can give to the benefits of this style of liberal arts education is the success of our some thirty thousand graduates who can be found throughout Egypt and the region in a variety of different fields, in addition to such prominent alumni as Her Highness Queen Rania or First Lady Suzanne Mubarak or first son Gamal Mubarak or closer to home the former Egyptian Ambassador here in Washington Nabil Fahmy. AUC has produced outstanding graduates who work in a variety of different fields and disciplines --foreign service, heading banks, corporations, conducting research, creating new media channels, directing social service organizations and NGOs, doing a variety of different things that contribute to the betterment of their societies and the region. This job of educating and training successive generations of

leaders is our primary mission and we've been doing it quite successfully now for almost a century.

The second key area where institutions like AUC can make a positive difference is in extending the resources of the university beyond the classroom, beyond the campus to the wider communities and the society of which we are a part. We can do this through a variety of channels. We do it in part by educating our own students about the importance of active and engaged citizenship and stewardship. We do it by creating networks of our faculty and students that work with local NGOs.

At AUC we created a new center for philanthropy and civic engagement which is named for our former President the late John Gerhardt which is helping our faculty to develop innovative service learning courses that equip our students to play an effective role in addressing and tackling some of the social and economic challenges faced by their society. The Gerhardt Center is also working with new and emerging private foundations throughout the region to help build a network of Arab philanthropists who are committed to economic progress and social change, the kind of network that will support the sorts of individuals that Muna spoke about this morning in her remarks.

Another area where AUC is playing this kind of active and engaged outreach role is through the work of our social research center which has been active for more than fifty years now conducting research on a variety of social issues and problems ranging from literacy to maternal and child health, working closely with government authorities and most recently with the Ministry of Social Solidarity to really look at poverty alleviation strategies and income support programs for the poor in Egypt. This is an example of taking the tools of modern social science research working with local NGOs and partnering with government institutions to actually bring about effective policy change and solutions on the ground, getting out of the ivory tower and into the community.

And finally, AUC while we're best known for our degree programs that serve about 6000 full time undergraduates and graduate students what we're also very proud of is our school of continuing education which has been active almost from the time the university was founded and is now training more than 40,000 adult part time learners through evening classes and extension education courses to provide skills and English language and IT and business skills, things that will actually contribute to improving their livelihoods and the prospects for themselves and their families.

Our view is that the university has an important role to play not only in serving those students who can afford the time and money to attend the university as degree seeking students but also to serve a much wider segment of Egyptian and Arab society through these continuing education programs, our research activities and our community service and art outreach program.

The third and final aspect of AUC's role is really building the educational and cultural bridges that are so vitally important between East and West. Universities have a critical role to play in fostering the international exchange of knowledge and ideas as well as cultural awareness and understanding. Recently the assistant administrator of USAID Mark Ward wrote an article in

which he said, “The dialogue of civilization that is practiced and preached in the universities is an important counterpoint to the war of civilizations. The modern university can reestablish and maintain the solid bonds between our civilizations by honoring the fundamental values that we share. Development can only occur among cooperating partners who are receptive to listening and sharing ideas and who recognize the value in each other.”

At AUC we’re proud to serve as this kind of a bridge helping our Egyptian and Arab students gain insights into U.S. and Western culture and enabling an increasing number of American students and scholars to obtain first hand experience of the rich cultural and intellectual traditions of the Arab world.

In any given academic year AUC hosts more than a thousand American students, undergraduates, graduates students, intensive Arabic students and study abroad students each of whom has come to learn more about Egyptian and Arab history, culture, politics, language and religion. Also our university press, the AUC Press, is the largest English language publishing house in the region producing more than 100 new titles every year, not just academic publications in Middle East Studies or Arabic studies, but also helping in the translation of Arabic literature into English and to other languages and disseminating them widely throughout the world. So we are also bringing Arab and Western journalists together through the Adham Center for Journalism training to undertake joint training and reporting projects.

Our host has reminded me that I am the only thing standing between you and lunch, so let me wrap up.

In closing, let me quote H.G. Wells who once observed that, “Human history has become more and more a race between education and catastrophe.” We at AUC are doing our small part to ensure that education wins that race. And as I noted earlier to do so really requires the combined and cooperative efforts of all of us government leaders, business leaders, foundations, educators and individuals. There are some very promising and exciting initiatives taking place, and there is some hopeful signs that indeed education is gaining ground against catastrophe in the region. We are seeing good progress in a number of areas, but there is a long way to go and we still have miles to go before we sleep. Thank you very much.

[MUASHER] Thank you, thank you President Arnold. I’m afraid lunch will have to wait a bit longer. We still have till 12:30 and we’ve heard three excellent presentations covering a wide variety of developmental issues, and political issues in the Arab world.

We will hear now, to comment on all the presentations we’ve heard, is Miss Muna Abu Sulayman the co host of “Kalam Nawaem” and after that we will open it up to questions. We have unbelievable number of questions that have come to us. We have no way of answering all of them, but the chair reminds me that we have a networking time from 12:30 to 1:00. Any questions that were not answered and I’m sure there will be many of them, can be put forward to the presenters after the session is over. With that I’ll turn the floor to Miss Muna abu Sulayman.

[MUNA ABU SULAYMAN] I wanted to add that I also had six years of experience teaching at the university level at King Saud so I actually have dealt with many of these issues first hand.

Of course Prince Turki what you said was excellent, a lot of things that people feel that you just put it so eloquently, especially at a time when we need to reestablish the credibility and trust between us and the U.S.

Your Excellency Houda, human rights in Bahrain is very well noted for its human rights for women and being on the forefront of educating women and men actually, not just women, in the beginning of the century when women were not being educated anywhere else in the GCC.

Doctor David your experience at the higher education shows your commitment and your passion for what you are doing at AUC.

But I would like to comment on is that I'm not talking about the people who go to AUC, the 20,000 students or 40,000 part timers or the Baathists and Socialists of AUB what I'm talking about is the 100 million people that are in need of jobs, which his Excellency Marwan talked about. There are three points that I think are extremely important and that were not discussed and that are essential for change.

The McKenzie Report which was a launched last year discussed the most important element in educating the world, all over the world, not just the Arab world. It's the teacher. So what are we doing in the Arab world to really educate our teachers? I think Jordan has done tremendously well in having a great teacher colleges but where else in the Arab world do we have that? If we don't have great teachers we don't have great education despite all those big cities that are being built.

The second point that is also very important, and also touches again on Doctor Arnold is that whats happening is the elite, the people who know english are being educated well, the masses, the rest of the Arab world from Morocco all the way to Iraq, whose native language is Arabic are not able to be educated well. For a simple reason they don't have access to knowledge.

Unfortunately the Arab world does not produce knowledge and we rely on translation, a lot of the translated works that we have are very outdated. One of the biggest initiatives we're doing a feasibility study for the Kingdom Foundation, is the idea of translating journals, trying to take social sciences and technology journals into Arabic.

We believe this is one of the few ways that you can acutally get knowledge to the masses. With the click of the button or a visit to the library you can actually be exposed to the whole range of ideas, perspectives, research on any given topic. And we can't do it in English, we're not going to turn 250 million Arabs into English speaking and we shouldn't. Otherwise there is always going to be this disconnect with the elite are speaking about great initiatives and the masses don't have any idea of how to implement it.

A third point that is very important is the push for social sciences and I'm not saying this because I'm and English literature major. I'm saying this because I'm looking at all the foundations in the government and the grants and the scholarships that are being given. Very few are being given to the social sciences if any. We have the Knowledge Cities that are built

for scientific advancement in Saudi Arabia and we have zero scholarships for social scientists. Nobody is going from Saudi Arabia to actually study the social sciences.

The other point is that there is no support for think tanks that come up with social infrastructure and paradigm initiatives so that we can actually move and progress in the right way, a way that fits our culture and religion and also our way of life at the same time that becomes quite modern and progressive. We need this.

Lastly there is the forgotten element. When we did our research on young students about seven and eight year olds in Saudi Arabia and we discussed [ ] which is a very well known ruler, Hakim and George Washington, more people knew George Washington. This is in Saudi Arabia. We have somehow lost this connection with our own civilization.

The people that go study abroad and come back, come back with great ideas that are very Western, and the people that remain in our world are stuck into a very outdated educational system that does not promote them to actually reach into their own culture and civilization and come up with new ideas or ways of transferring that culture back to our own children whether its through the media or education. And I am afraid that I don't see anybody who is working on that either.

The picture is not as bleak as people make it but it is not as rosy as others do. We have to have a 100 million jobs or people who are skilled for those jobs, but we also have to have 100 million well rounded people no matter what type of job they are in. And I hope that this panel and audience would help to shed some light on efforts that I may not know about that are carrying on those four points. Thank you.

[MUASHER] Thank you very much, Muna. I will try to maybe combine certain questions, ask a group of questions to each of our participants in the interest of time.

So let me start with the three questions. The first to Prince Turki and has to do with President Shimon Peres of Israel's acceptance of the Arab Peace Initiative that has been initiated by His Majesty King Abdullah. Where do we go from here? Is an international conference a possibility, what are the next steps if it comes to that?

To Ambassador Houda you talked about the achievements of Bahraini women. What in your opinion are the major impediments to women in Parliament both in Bahrain and the Arab world, are they social, are they religious, are they legal? And maybe also if you can address some of the human rights challenges that also face the Arab world.

To President Arnold we talked about educational system that needs to have new content and teaches values of diversity and tolerance. Is that being done in the Arab world? What in your opinion do you see, are there efforts that as Muna talked about that are geared not just at providing skills to enter the labor market but other also efforts to instill in people values of tolerance and diversity and if so in which countries?

[PRINCE TURKI] I have not heard that President Peres has accepted the Arab Peace Initiative. What he has said is he is willing to discuss aspects of the Arab Peace Initiative and he mentioned that its soul in the sense of its spirit is something to be discussed. In commenting on that Amr Moussa with his inimitable Egyptian sense of humor said that President Peres wants to snuff out the soul of the Arab Peace Initiative and so Israeli leaders have to come forward and say, yes, the Arab Peace Initiative is the initiative that we will discuss with the Arab world and with the Palestinians and with the Syrians and with the Lebanese.

They can't simply run around it and say some aspects of it or other aspects of it and so on. The Arab world has made the choice for peace through the Arab Peace Initiative and it's about time that Israel responded in a similar manner and presented a serious view of that initiative.

And just another remark here in my statement about Shebaa farms. There was a questioner who didn't leave his name behind him, but I can guess who it might be, he mentioned what about the Golan Heights? Well of course the Golan Heights is part and parcel of any effort to get peace in the Arab world and I don't think anybody has to question or to doubt where Saudi Arabia stands on that, because Saudi Arabia has made that part of the Arab peace Initiative and has stood by Syria for that purpose.

[NONOO] Arab women have come a long way. I learned this in Bahrain that girls are educated throughout the system. The only issue that I see is that once they finish high school it is basically some of them don't have funds to go for further education.

In Bahrain now there are various scholarships that are made available and it's giving a chance to women that have not had that chance to go out of Bahrain and study abroad. One of the major scholarships is the Crown Prince Scholarship Program which actually takes students from the public system as well as the private system and has given great opportunities to these young adults to improve their skills and get the improved education that they actually require. Thank you.

[ARNOLD] Let me just say that I think if you look at the record of what governments in the region have accomplished in a relatively short period of time in terms of education reform efforts, at a policy level, I think the results have been quite impressive. You've seen in diverse countries -- Jordan, Egypt, the Emirates, Qatar, Saudi Arabia -- efforts to pursue reforms at the level of curriculum, of school reform, upgrading teacher skills, most of this has been focused on precisely the challenges that we've identified. That is to say the lack of quality in the education system and the lack of relevance of what students learn to the job market and to the demands of a global work force. I think probably less attention has been devoted so far to the soft side of the values that we've been talking about and that may in some ways represent the next horizon.

I would also acknowledge and agree with Muna and her observation that the real big challenge now is how do you get the trained core of teachers and administrators that can actually deliver and administer in this reformed environment. It is one thing to put the policies in place but unless you have the people to make it happen the reforms are not going to reach the desired results. So I think that really is the next big hurdle that is facing virtually every country in the region.

[MUASHER] Thank you. The next set of questions have to do with what I call diversity, religious or gender, a question on the Shiites and the Sunnis in Bahrain and whether they have equal rights or not. Question about Wahhabism in Saudi Arabia and its relationship to Islam and to practices of Al Qaeda. A question you might like this, let me read it. This is a question directed at His Royal Highness. Your Highness you are now sitting alongside a female Bahraini Ambassador to the U.S., when do you think we will see a Saudi female Ambassador to the U.S. or anywhere?

[PRINCE TURKI] Answering the last question first. I'd like to see one yesterday, not tomorrow.

But I think it's a question of society and perhaps even sometimes the lack of courage of bureaucracies. Women have made great strides in the Kingdom. When my mother married my father, at that time women did not sit at the same table as their husbands in having lunch or dinner. They did not enter the room of their husbands without first knocking on the door and announcing themselves, and definitely would they not be able to leave the house without turning first to their husband or father or brother and asking may I leave the house.

Now some of those practices of course have lingered on in some places in the Kingdom, and in other parts of the Arab and Muslim world. But in most cases I think the issue of education and particularly education has opened the way for women to reach ambitions they have not even dreamt for, of not only during my mothers, time but during my wife's time.

And a few days ago King Abdullah inaugurated the new university for women in Riyadh which is going to be the largest women's university in the world. In the present makeup of that university there are 40,000 Saudi women studying at that university. The campus that is being built is to hold double that number and will offer education in all fields without any restrictions or inhibitions. And it is only through these efforts that I think women can reach the ultimate goals of whatever they set for themselves. And just a brief as my very good friend and much missed Ambassador to the U.S. [Safiyah?] used to say in addressing these issues, I will telegraph to you a few aspects of the role of women in Saudi Arabia.

There are more women graduating from university in the Kingdom today than ever before, and than men. They excel much more than the men do. Women have been elected to the boards of the journalist association, chambers of commerce and other non governmental organizations.

The educational aspects of the university that I told you about is that it is run by women. The president of that university is a women and most of her staff are women. So these are just a few points I wanted to mention to you. We have not reached nirvana by any sense of the word, nor will we perhaps in the near future, but the road ahead is much better than it was before.

And I think pretty soon women will occupy not only Ambassadorial positions in Saudi Arabia, but even ministerial positions and perhaps even higher positions than that. And those who want to quote me on that please go ahead and do, but it is an important issue and I think the recognition that King Abdullah gives to this issue is indicated by the way that he has brought women into the public arena by attending women's affairs like the inauguration of the women's

university. By incorporating in the graduating ceremonies at other universities the graduating classes of men and women coming out together, by appearing on television with the representatives of women's organizations or societies or other women's groups in public and showing how he deals with them and talks with them.

So all of that will hopefully lead to one day Ms. Nonoo will be sitting next to a Saudi Ambassador who is also a woman at future conferences.

Wahhabism, just briefly, there is a very good book by a very difficult name for me [DeLong-Bas]. I think some of you know the book I am talking about. I advise anybody who wants to know about Wahhabism to read that book. It's a very good analytical piece on Wahhabism. As you know in Saudi Arabia when somebody says Wahhabism, we say what are you talking about. We don't consider we're Wahhabis because for us to accept that would be like accepting that we have invented a new [mithab?] or a new school of thought in Sunni Islam, which we don't. As Wahhabis between quotation marks we follow the Ahmad bin Hanbal school of thought in Islam and one of my favorite remarks that I make to Americans in particular is that I have the best of both worlds, I have a Wahhabi upbringing and Jesuit training at Georgetown University.

[NONOO] We are all citizens of Bahrain regardless of our religion or sects. Bahrain believes in equal opportunities for everybody. It does not differentiate between whether I am Shiite or Sunni, Jewish, Christian or Hindu. There are Sunni and Shiite in every walk in life in Bahrain from ministers to undersecretaries to ambassadors to bank managers. You see them everywhere. They own businesses. They are around, so I think we.. what I am trying to say is that we treat all our people the same. We don't have any differences in any way regarding their religion or sect.

[MUASHER] A question that is not directed at anyone but I guess all of our speakers might want to comment on it. Despite all the talk of a clash of civilizations, what are the cultural and civilization ties that might help the Arab world and the United States to see the place where they share similar hopes, dreams and goals.

[PRINCE TURKI] I will start by recommending to you Marwan Muasher's book, it's an excellent exposition of that topic I think, and it should be taught in all of the schools in the universities.

But more than that I think people have to stop thinking in terms of civilizations and begin to talk in terms of civilization. Because we all come from the same roots. And I've described this as a tree that has its roots deep into human history and with its stem coming up and branches shooting off of it, representing different cultures, and as each branch dies off another replaces it on top with new ideas and new values and new ways of looking at the world and so on.

It's a continuous process and if you think in terms of Islam and the rest of the world without people like [ ] who was sometimes looked upon as a bit too far out of the accepted Islamic heritage and things like that and scholars like that there would not have been a Thomas Aquinas, or Bacon or a Gallileo or any of the other European scholars and thinkers.

So it's about time that I think that we should stop thinking in terms of multiple civilizations and start considering that there is only one civilization for all of us.

[ARNOLD] I think just to underscore the point that His Highness has made, I think things like the Bibliotheca Alexandrina, which really illustrate and highlight this confluence, not a clash, but a confluence of civilizations really need to be more widely known, more widely celebrated I think by all of us and there is a common universal language and its not confined to science and technology where we most frequently find a common basis for exchange, but in areas including the social sciences, including the arts, including the humanities. Anyone that is educated in only one aspect of a society or culture that looks at a problem only in one context is really missing an enormous part of the picture, and I think good scholars understand that. There is increasingly a desire for comparative work for international perspectives that reach across these so called cultural divides, and I think universities and institutions like the Bibliotheca have important roles to play in helping to facilitate that kind of a bridge. But it's not, its not hard work because there is I think just by the nature of scholarship and the desire and quest for learning and for knowledge a desire to reach across national and regional and cultural boundaries.

[MUASHER] Thank you, I think its 12:30 Dr. Anthony tells me he has one last question which he got that he would like to comment on, so I will give him the last word. Dr. Anthony.

[ANTHONY] This one is as much a comment as it is a question, but it relates to the answer that Prince Turki and Mr. Arnold gave to the last question about the clash of civilizations and what are the ties with the implications being positive. On the commentary side to bring forth the knowledge from 711 AD to 1492, nearly eight centuries, the language of science and technology was Arabic, the language of medicine and pharmacology was Arabic, the language of astronomy and also maritime navigational skills and prowess was Arabic, and we know that Vasco de Gama when he got around the Cape of Good Hope treading under familiar waters so to speak would not have traversed the Indian Ocean unless someone brought to him Ahmed bin Majid, who was the famous medieval Arab navigator from Oman. So those positive aspects there.

In terms of people like Toynbee saying that he owes his greatest intellectual gift to Ibn Khaldun and many others in sociology and political science says something comparable to that, and more recently through the Zogby polls, through the Gallup Polls that have taken many Arab countries used in considerations when he was Foreign Minister of Jordan, Marwan Muasher will recall this that there would constantly be that Arabs have and Muslims have a very positive impression of American education, American technology, research, science and development and also the fact that together in the geopolitical areas the mutually beneficial consequences of our cooperation through the Cold War. Then undeniably as well in terms of the energy component of economic cooperation that drives the world, the material growth and well being in standards of living, and increasingly staring us right in the face, the challenges to our international financial cooperation there being in a global boat, so to speak, and a rising tide lifts all boats and a sinking boat takes everyone down.

So there's a degree of ongoing "usness" that few Americans are really aware of, let alone recognize and appreciate that can more fully flesh out that particular question. Because the, and this is the comment that was provided there more than a question I believe, if I can read it. The

focus being on educating each other. Might one ponder the implications of the extraordinary imbalance of Americans being educated in the Arab world, outside of AUB, and AUC, and the American University in Sharjah, and the increasing ones now in Qatar, with the fact that so many of hundreds of thousands of Arabs have obtained their higher education in the United States.

We have heard for example that there are a minimum of 400,000 Arab graduates of American universities, but few of them 100 American graduates of Arab or Islamic universities, with the exception of the Islamic University in Medina, for members of the Islamic faith there, and that this extraordinary imbalance has a lot to do with the misunderstanding of one another.

And we have heard as well that in Saudi Arabia's cabinet for example, since 1975, this is more than a quarter of a century, there have been every single day more American trained PhDs as Ministers than in the United States cabinet, Supreme Court, Senate and House of Representative combined. Are there any PhDs as such?

And lastly the point was made in the last year how many people are aware that 114 American campuses there was held Islamophobic Awareness Weeks. Admittedly there are 4200 American universities and perhaps but this is a tiny miniscule fraction of the total, but when and where have there been held Arab-U.S. Relations Awareness Weeks.

And might one ponder that as a campaign that those who positive minded about this relationship might want to give serious and favorable consideration to launch in terms of the best and the brightest that's at stake in terms of the U.S.- Arab relationship.

[MUASHER] Thank you. Thank you so much. We heard a group of truly distinguished speakers address some of the main challenges facing the Arab world. I think it has been an extremely rich discussion. I want to add my voice to that of Prince Turki in giving two simple but powerful pieces of advice that he invoked in his own presentation.

The need to listen. I think we can all benefit from more listening to understand each other, to do things in cooperation rather than in confrontation and the need also to sometimes leave the drawing table and start implementing some of the many plans that have been drawn for the future of this area and are still unimplemented for a very long time to come.

I hope you will join me in applauding our distinguished group of speakers and that concludes this discussion.

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