Arab Council for Childhood and Development

AGFUND
ARAB GULF PROGRAMME FOR DEVELOPMENT - AGFUND
برنامج الخليج العربي للتنمية - أجفند

The Readiness of Arab Children for the
Era of the Fourth Industrial Revolution and Beyond

An Arab Exploratory Field Study

Download the Study's Summary

"**We realize that the Fourth Industrial Revolution and beyond will constitute a new future for the entire world, so we are required to conduct more research on the effects of this revolution culturally, socially, economically and educationally.**"

HRH Prince Abdulaziz bin Talal bin Abdulaziz Al Saud

The President of

The Arab Council for Childhood and Development (ACCD)

The Arab Gulf Programme for Development (AGFUND)

Based on its strategic approach towards the empowerment of Arab Children in the era of the Fourth Industrial Revolution (4IR) and beyond, ACCD in partnership with AGFUND initiated the preparation of this exploratory field Study on a sample of Arab children aged 12 - 15 years, to measure the readiness of Arab children and the requirements of their upbringing in this rapidly developing era.

The importance of ACCD's initiative to prepare this Study stems from being the first Arab study on this issue that the developed world is increasingly concerned with, seeking to draw a comprehensive and scientific knowledge of the characteristics and capabilities of its children, to set up intervention plans of empowering children in this changing world, and thus maintaining growth and progress.

What is Readiness?

It is the readiness of individuals, societies or institutions for jobs, tasks, and environments (expected or unexpected), and it is the basis of development processes, as well as the basic characteristic that often makes the difference between success and failure.

ACCD's interest in studying children's readiness stems from the fact that approximately 65% of the current primary school children will find themselves occupying jobs or businesses that have not yet been developed. Therefore, it is necessary to invest in artificial intelligence and direct educational curricula towards providing students with the skills that automation cannot replace, namely, life skills and human values.

The Components of the Study

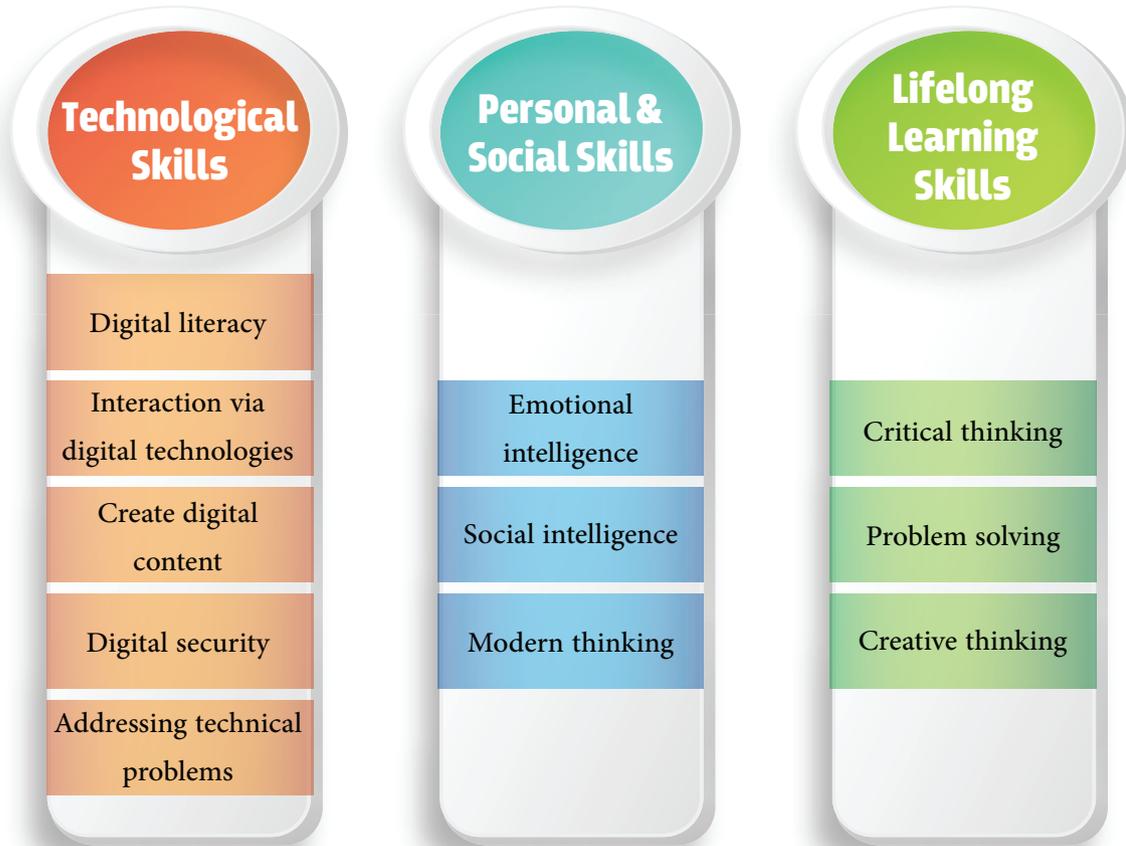| Theoretical Framework	Field Study	Strategies for Moving Forward into the Future
The basic concepts and visions of the 4IR, the political, social, economic and cultural repercussions (at the global and Arab levels) and the requirements for raising children and youth.	A field study on an exploratory sample of children in Egypt and Morocco to measure their cognitive, personal, social, and technological skills.	Challenges, goals and strategies related to the child, family, teacher and school.

This Study was prepared by 25 experts within the framework of a scientific committee of senior experts and specialists from various Arab countries. The Study has included the first Arab scale to measure emotional and social intelligence and modern thinking. The reliability and validity of the scale were assessed.

Targeted Skills of the Study

Technological Skills

- Digital literacy
- Interaction via digital technologies
- Create digital content
- Digital security
- Addressing technical problems

Personal & Social Skills

- Emotional intelligence
- Social intelligence
- Modern thinking

Lifelong Learning Skills

- Critical thinking
- Problem solving
- Creative thinking

> ❝ The illiterate of the 21st century will not be those who cannot read or write, but those who cannot learn and relearn ❞

Alvin Toffler
American writer and futurist

Prominent Results of the Study

1 The weak readiness and a gap regarding dealing with the requirements of the era of the 4IR, as well as there is a relative progress on the level of personal skills compared to cognitive skills.

2 The need to urgently reconsider current educational systems to direct their purposes, practices and tools towards the future.

3 The necessity of moving towards "lifelong education and learning", in order to enable current and future generations to work towards the future.

4 The adoption of ambitious development strategies and supporting the sustainability of programs and projects concerned with the empowerment of children and youth.

Strategies for Moving Forward into the Future for the Child, Family, Teacher and School

Empowering the Child

Empowering children with technological skills, personal and social skills and lifelong learning skills, to become productive contributors to the economies of the future, and responsible and active citizens in the societies of the future.

Empowering the Family

Raising the awareness of the family regarding methods of using industrial revolution technologies while enabling family members to achieve cohesion and bonding with children to raise them to respect the principles of digital citizenship and preserve societal values.

Empowering the Teacher and the School

Developing the infrastructure for learning technology and building the capabilities of teachers in the field of technology and information, as well as educating them on ways to guide children and youth to deal effectively with social media tools.

Strategies for Moving Forward into the Future for the Child, Family, Teacher and School

Developing digital competencies	Media, awareness and digital literacy	Acquiring learning and independent work skills
Awareness of global changes	Enhancing learning opportunities	Developing training manuals on future professions
Raising awareness and holding conferences and seminars	Media programs, educational seminars and workshops	Field studies
Capacity building	Developing digital content	Developing learning resources