The Future of Executive Education and Training in Government Institutions: A Study on a Group of Government Institutions in the United Arab Emirates

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Abstracts: This study explores the prospective trajectory of executive education and training in government institutions, focusing on a selection of government entities within the United Arab Emirates. The research delves into the evolving landscape of executive education, taking into account the rapid technological advancements, shifting social dynamics, and global challenges that influence the field. Through a comprehensive analysis of data gathered from the selected group of government institutions, the study examines various aspects of executive education, including the integration of traditional face-to-face and remote training methods. The findings offer insights into the perceptions of stakeholders regarding the significance of innovative methodologies, the impact of the COVID-19 pandemic on educational approaches, and the extent to which collaboration and access to high-quality education play a pivotal role. The research underscores the need for a balanced approach to executive education that addresses both current demands and future trends, positioning government institutions in the United Arab Emirates to effectively navigate the evolving landscape of executive education and training.

Keywords: Education, Training, Evaluation, Government, COVID 19, UAE.

1. INTRODUCTION

There is a growing interest at present in executive education and training, driven by the rapid social, economic, and technological transformations we are witnessing. It has become essential for individuals and institutions to continuously evolve and learn in order to enhance performance, productivity, and excel amidst significant changes [1]. Consequently, our research into the future of executive education and training aims to analyze the expected changes in this field and the challenges and opportunities that may follow in the future [2]. Considering current events and future expectations, the current research seeks to identify future trends in executive education and training and how to leverage technology and modern innovations to improve the quality of education, achieving personal and institutional goals.

In an era characterized by rapid technological advancements, dynamic societal changes, and evolving economic landscapes, the realm of education and training has undergone significant transformations [3], [10]. This holds particularly true for executive education and training within government institutions, where the acquisition of cutting-edge knowledge and skills is imperative for effective governance and public service delivery [4], [11]. The United Arab Emirates (UAE), a nation known for its commitment to progress and development, stands at the forefront of embracing innovation in various sectors, including education [5].

The purpose of this study is to delve into the future landscape of executive education and training within government institutions in the UAE, with a focus on a selected group of entities. As these institutions play a crucial role in shaping the nation's policies, services, and strategic initiatives, it becomes essential to assess how they are adapting to the evolving demands of executive education and training [6]. This research aims to shed light on the strategies, methodologies, and approaches that government institutions are adopting to ensure that their workforce is equipped with the skills and knowledge needed to navigate the complexities of the modern world. In this introductory section, we provide an overview of the significance of executive education within government institutions, highlighting the necessity of staying ahead in an era of constant change. We discuss the research objectives, the methodology employed to gather and analyze data, and the scope of the study concerning a specific

group of government institutions in the UAE. Additionally, we briefly outline the structure of the paper, emphasizing the subsequent sections that delve into the findings, implications, and conclusions drawn from the study.

Through this investigation, we aim to contribute valuable insights to the discourse on executive education and training in government institutions, especially within the context of the United Arab Emirates. By understanding the evolving trends, challenges, and opportunities in this field, we aspire to assist government entities in enhancing their approaches to education and training, ultimately leading to more effective governance and a better-prepared workforce. This study aims to analyze the anticipated changes in the future of executive education and training, highlighting the importance of executive education and training in the present and future. Additionally, it aims to identify the opportunities and challenges that learners, institutions, and companies will encounter in this field. Through this, the study will contribute to understanding the impact of current and expected developments on the future of executive education and training. It will provide suggestions and recommendations to enhance the quality of education and increase effectiveness in training in the future.

In order to achieve these objectives, this research will address several key dimensions. The significance of executive education and training and their impact on individuals, institutions, and companies in the present and future will be studied. Moreover, the anticipated technological, social, and economic developments in the future will be analyzed, along with how they will affect the future of executive education and training. Furthermore, the focus will also be placed on the utilization of technology in executive education and training, and how technological innovations can enhance the quality, effectiveness, and suitability of education and training for learners and institutions.

This study comes at a time when executive education and training are undergoing significant global transformations, facing numerous challenges and opportunities that must be confronted. Despite the many challenges, there are ample opportunities that can be leveraged to improve the quality of executive education and training and achieve the desired objectives. Through the analysis of these objectives, challenges, and opportunities, hypotheses will be formulated regarding the future of executive education and training and how to leverage technology and modern innovations to achieve these desired goals. These hypotheses will form the foundation of this research, which aims to shed light on the future of executive education and training, identifying how to harness current and anticipated developments to enhance and advance this vital and significant field in our professional and social lives.

In addition to that, the impact of the global pandemic (COVID-19) on executive education and training will be analyzed, along with how technology can be used to address the challenges arising from it and develop new techniques to enhance the quality of education and training in these challenging circumstances [7]. Through this research, the future of executive education and training will be unveiled, showcasing how modern developments can be harnessed to achieve the goals of this vital field. These hypotheses will analyze the challenges and available opportunities, providing a comprehensive insight into the future of executive education and training, and leveraging the latest technological advancements to enhance and develop the quality of education and training.

This research will add both scientific and practical value to the future of executive education and training. It will help identify future trends in this field, determining how to utilize challenges and opportunities to achieve the objectives of executive education and training while improving its quality. Furthermore, a comprehensive study of the future of executive education and training will be conducted, providing thorough recommendations to enhance the quality of education and training and develop this field in the future. This research has the potential to contribute to the improvement of education and training worldwide, thus yielding various social and economic gains and benefits. Exploring the future of executive education and training can be an intriguing and beneficial topic for various sectors within government institutions. To achieve this goal, it is necessary to develop certain hypotheses that will support and guide the research towards specific paths.

2. HYPOTHESES

• Executive education and online training can become more efficient and effective in the future.

- There will be an increasing focus on developing 21st-century skills, such as self-learning and critical thinking.
- Executive education and training can contribute to expanding job opportunities and enhancing economic and environmental sustainability.
- Executive education and training will undergo significant changes in the coming years due to rapid technological advancements and socio-economic shifts.
- The use of modern technologies, such as virtual reality and artificial intelligence, will be intensified in executive education and training to enhance effectiveness and interactivity.
- Executive education and training will lead to increased innovation and creativity within institutions in the future.

3. METHODOLOGY

The review of the results of the study on the future of training and executive education comes as an important tool in analyzing the future changes that will occur in this field. These results can be used to identify the necessary trends and directions to meet the evolving needs of trainees and training departments within government entities. By reviewing the results of the study on the future of training and executive education, modern and innovative trends in this field can be identified. These include the utilization of smart learning techniques and e-learning, pinpointing the required skills for future work, and developing training programs that align with these needs. Additionally, this involves enhancing the skills of trainers in various domains.

Moreover, the findings of this study can be employed to guide investments in the field of executive education and training, and to develop plans for expanding the scope and improving the quality of executive education and training. This contributes to sustainable development, increased productivity, and improved work quality within institutions. It's important that repeated future studies on training and executive education are conducted to keep pace with the rapid changes occurring in this domain, updating programs and curricula to align with contemporary developments. The study results can also guide training policies for governments and specialized training and development departments.

In conclusion, reviewing the results of the study on the future of training and executive education aids in identifying modern and innovative trends in this field. It plays a crucial role in developing and enhancing executive education and training to match the changing demands of the job market and achieve sustainable development. Surveys are an important method for gathering information and data related to specific topics. They are widely used in the field of executive education and training, especially given the current circumstances that educational and training institutions are facing due to the COVID-19 pandemic. This survey includes key questions aimed at evaluating the experiences of training and executive education during and after the health crisis. It covers the exchange of best practices and pioneering models in this domain, while also reviewing the advantages and disadvantages of using e-learning platforms for remote learning. Additionally, it explores the future of training and executive education.

The objective of the survey was to collect insights and observations from various professionals in the field of training and executive education, and to analyze the results to determine the best practices and effective solutions that can be adopted in the future. The survey assists in understanding the significant changes that have occurred in the training and executive education field, assessing the current responses to these challenges, and pinpointing areas that require improvement and enhancement in the future. The analysis of the results will focus on evaluating the experiences and practices applied during the crisis period, as well as sharing experiences and examining some pioneering models in the field. It will also review the pros and cons of e-learning platforms used for distance learning during the previous period of delivering courses and lectures. Additionally, it will identify the future of training and executive education under emergency conditions and beyond. The survey was designed with 16 questions across four sections, including an open-ended question defining training and executive education.

Table 1: Survey

Dimension	Item
	Item 1: During the COVID-19 pandemic, training and executive education were given sufficient

	importance and were not treated as mere luxuries.
Evaluating experiences in the field of training and development, and executive education, during and after the COVID-19 Crisis.	**Item 2:** Providing training and executive education offered positive impacts on the career paths of participants.
	Item 3: Remote training achieved comparable or even better results than in-person training, fulfilling all training objectives.
	Item 4: Training and executive education platforms were effectively utilized.
Sharing experiences and exploring some leading models.	**Item 5:** Can exchanging experiences contribute to enhancing collaboration and innovation among government entities in the field of training and executive education?
	Item 6: Could exploring and implementing leading models lead to improving the performance of government entities?
	Item 7: Is effective communication and collaboration between different government entities and specialized centers in executive education and training the key to successfully sharing experiences and knowledge?
	Item 8: To what extent do you agree that adapting leading models to fit the local context can yield positive outcomes?
Reviewing the strengths and weaknesses of the remote learning platforms that were used during the previous period to deliver courses and lectures.	**Item 9:** Using online platforms for remote learning has helped increase learning flexibility and save time for trainees.
	Item 10: Has remote learning through online platforms negatively impacted the social interaction between trainees and trainers?
	Item 11: Have online platforms for remote learning contributed to improving access to executive education and training?
	Item 12: Has using online platforms for remote learning negatively affected the quality of executive education and training, as well as a deep understanding of the study materials?
What is the future of training and executive education?	**Item 13:** I believe that the future of training requires new methodologies to align with the significant changes that have occurred.
	Item 14: Forecasting the future of training is of great importance, and the COVID-19 pandemic has further emphasized its significance.
	Item 15: Current and future executive education and training rely on a blend of in-person and remote training.
	Item 16: The demand for training will increase due to the major changes taking place in government management and other sectors.

4. ANALYSIS AND FINDINGS

Table 2 summarizes the results of the demographic analysis. The results of the demographic data analysis revealed that (71%) of the respondents were from local entities, with 35% of those entities having more than 200 employees. Additionally, it was indicated that the majority of respondents (40%) possessed experience of (11-20) years. Concerning age, the findings showed that 74% of the respondents were aged 30 years or older. Moreover, 58% of the participants had professional experience exceeding 11 years, which enhances the credibility of the provided answers. The sample was representative of various entities based on their different sizes. Table 3 lists the frequencies of each item and the distribution of items in relation to the survey items mentioned in Table 1.

Table 2: Demographic Analysis

Sector			Size			Experience			Age		
Category	Freq.	%	Category	Freq.	%	Category	Freq.	%	Category	Freq.	%
Local	59	71	< 50	26	31	< 5	11	13	< 30	21	26
Fedral	24	29	51-100	11	13	6-10	24	29	> 30	62	74
			101-200	17	21	11-20	33	40			
			> 201	29	35	> 21	15	18			

Dimension 1	Item 1		Item 2		Item 3		Item 4	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Strongly Disagree	8	9.6	3	3.8	17	20.5	18	21.7
Disagree	8	9.6	9	10.8	9	10.8	24	28.9
Nuetral	15	18.1	11	13.2	16	19.3	17	20.5
Agree	25	30.1	31	37.2	26	31.3	22	13.2
Strongly Agree	27	32.6	29	35	15	19.1	13	15.7
Total	83	100	83	100	83	100	83	100
Dimension 2	**Item 1**		**Item 2**		**Item 3**		**Item 4**	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Strongly Disagree	5	6	7	8.4	6	7.3	5	6
Disagree	4	4.8	10	12	12	14.5	9	10.8
Nuetral	14	17	23	27.8	11	13.2	19	23
Agree	36	43.3	25	30.5	33	39.7	31	37.2
Strongly Agree	24	28.9	18	21.7	21	25.3	19	23
Total	83	100	83	100	83	100	83	100
Dimension 3	**Item 1**		**Item 2**		**Item 3**		**Item 4**	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Strongly Disagree	4	4.8	3	3.6	8	9.6	7	8.4
Disagree	9	10.8	18	21.7	8	9.6	13	15.7
Nuetral	7	8.4	26	31.3	11	13.2	24	28.9
Agree	34	41	21	25.3	37	44.6	22	36.5
Strongly Agree	29	35	15	18.1	19	23	17	20.5
Total	83	100	83	100	83	100	83	100
Dimension 4	**Item 1**		**Item 2**		**Item 3**		**Item 4**	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Strongly Disagree	4	4.8	4	4.8	9	10.8	3	3.6
Disagree	8	9.6	6	7.3	10	12	9	10.8
Nuetral	6	7.3	11	13.2	21	25.3	17	20.5
Agree	36	43.3	38	45.8	27	32.6	31	37.3
Strongly Agree	29	35	24	28.9	16	19.3	23	27.8
Total	83	100	83	100	83	100	83	100

The respondents' feedback on the dimension of evaluating experiences in the field of training, development, and executive education during the COVID-19 crisis and its aftermath was varied. The results indicated that 62.2% of respondents agreed that executive training during the pandemic was given sufficient importance, and 72.2% of them endorsed that executive training provided participants with opportunities that positively impacted their career trajectories. 49.4% of the respondents perceived that remote training yielded equivalent or superior results compared to in-person training and achieved all of its objectives. 50.6% believed that the platforms used for executive training and education were not effectively utilized. The last two findings underscore the necessity to investigate and analyze the nature of the challenges in greater depth to comprehend their underlying reasons.

The respondents' outcomes on the dimension of knowledge exchange and exposure to leading models were affirmative, as follows: 72.2% of the respondents endorsed that knowledge exchange contributed to enhancing collaboration and innovation among governmental entities in the field of executive training and education. Additionally, 52.2% of them supported the idea that exploring and implementing pioneering models led to the improvement of governmental performance. 65% of the respondents perceived that effective communication and

collaboration among diverse governmental bodies and specialized centers in executive education and training are pivotal for the successful exchange of knowledge and expertise. Finally, 60.2% recognized that globally adapting leading models to align with the local context yields superior outcomes.

The respondents' perspectives on the evaluation of the strengths and weaknesses of remote learning platforms utilized in the delivery of courses and lectures during the preceding period exhibited variation, as follows: 76% of the respondents affirmed that the utilization of electronic platforms for remote learning facilitated enhanced learning flexibility and time efficiency for trainees. 67.6% of the respondents perceived that electronic platform for remote learning contributed to improved access to executive education and training. 43.4% agreed that remote learning through electronic platforms had a negative impact on the social interaction between trainees and trainers. Lastly, 47% of the respondents believed that the use of electronic platforms for remote learning adversely affected the quality of executive education and training, as well as the depth of understanding of the study materials. The latter two findings necessitate further research, exploration, and the development of strategies to increase the comprehension of materials and effectiveness, thereby mitigating the negative effects on social interaction. Consequently, executive education, in collaboration with the College's Research Department, will conduct a comprehensive study to discern the qualitative reasons behind the divergence in opinions regarding the quality of remote education and its negative influence on social interaction between trainees and trainers.

In addition, the findings of the respondents regarding the axis of the future of executive training and education demonstrated variability: 78.3% of the respondents supported the notion that the future of training necessitates novel methodologies that align with the significant changes that have transpired. 74.7% affirmed the significance of envisioning the future of training, further underscored by the prominence of the COVID-19 pandemic. Only 49.9% of the respondents believed that both current and future executive education and training rely on a hybrid integration of both in-person and remote training. A divergence of opinions exists regarding the outlook for executive training and education, seemingly contradictory to global trends. Numerous avenues for information delivery, particularly theoretical aspects, exist, and the integration of a portion of remote lectures in courses can yield considerable benefits, especially in cost reduction and minimizing the time wastage associated with trainee commutes, thus contributing to sustainability. As such, in collaboration with the College's Research Department, executive education will qualitatively investigate the reasons underlying the lack of conviction in the integration process, particularly in terms of blending remote and in-person lectures. Lastly, 65.1% of the respondents perceived an increased demand for training due to the significant transformations occurring within governmental administration and beyond.

CONCLUSION

In conclusion, this study delved into the future landscape of executive education and training within government institutions, with a specific focus on a group of government entities in the United Arab Emirates. The findings reveal a diverse range of perspectives among respondents, reflecting the evolving nature of executive education in the face of rapid technological advancements, social changes, and global challenges. The results indicated a consensus on the importance of adapting new methodologies that align with the significant shifts occurring in the field. Respondents acknowledged the pivotal role of exploring and implementing innovative models, particularly in light of the COVID-19 pandemic, which underscored the urgency for flexible and effective educational approaches. Moreover, the study highlighted the necessity for a balanced approach, combining both traditional face-to-face and remote training methods to cater to different learning needs and maximize the benefits of each approach.

While there was a degree of divergence in opinions regarding the extent of integration between face-to-face and remote training, the importance of fostering collaboration, innovation, and access to high-quality education was universally recognized [8]. The study also illuminated the need for continuous research and refinement in the realm of executive education to address the challenges identified, such as enhancing social interaction and optimizing the quality of remote learning experiences. Furthermore, the research indicated that as government institutions face profound transformations, the demand for executive training is poised to increase. This underlines the necessity for these institutions to continuously adapt their strategies, curriculum, and delivery methods to remain at the forefront of providing relevant and impactful executive education [9]. In essence, the study has shed light on the evolving

landscape of executive education and training within government institutions, emphasizing the importance of adaptability, innovation, and a balanced approach. As the UAE's government entities navigate the dynamic future, the insights from this study can serve as a guide to crafting effective strategies that meet the demands of the ever-changing landscape of executive education and training.

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