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UNIVERSITI PUTRA MALAYSIA
BERILMU BERAKTI



Digital Transformation of Higher Education Teaching and Learning in Arab Region

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Prof. Mohamed JEMNI, Director of ICT at ALECSO

Prof. F. Kamoun, ICT Expert at ALECSO

Dr. M. Marrakchi, ICT Expert at ALECSO

ALECSO Organization

- ✚ The **Arab League Educational, Cultural and Scientific Organization (ALECSO)** is a governmental organization working under the umbrella of the Arab League and it has the membership of 22 Arab countries, established in July 1970.
- ✚ **ALECSO** has the role of conducting and coordinating Pan-Arab projects related to Educational, Cultural, Scientific and ICT fields and it is premised on the values of tolerance, moderation, respect of others and cultural diversity.

ALECSO – ICHEI cooperation

- **Memorandum of Understanding** regarding the development of Digital Transformation in Higher Education Teaching and Learning in Arab Region:
 - Strengthening higher education institutions' capacity on digital teaching and learning at the Arab HEIs.
 - Promotion and co-construction of capacity building programmes in artificial intelligence, big data, digital teaching and learning, etc. with emphasis on higher education teachers in Arab Region.
 - Support the quality assurance of digital teaching and learning in higher education in Arab Region.

UNESCO-ICHEI and ALECSO Joint Research Report Agreement

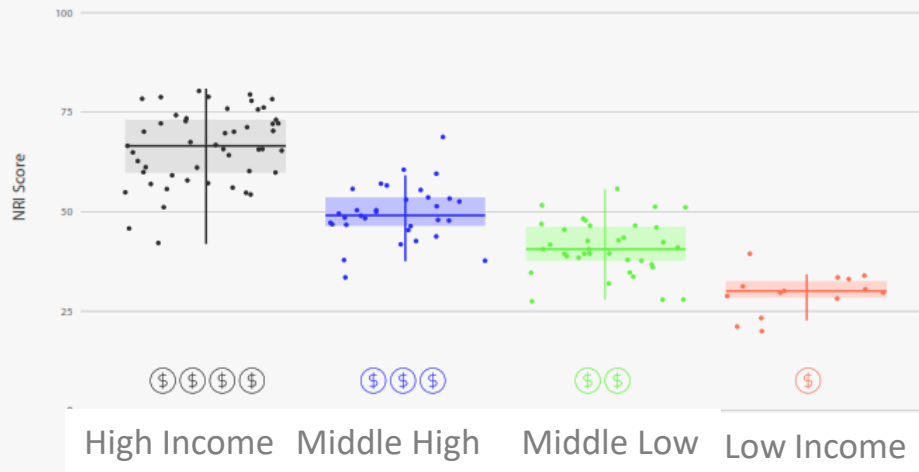
- **Objective of this joint research:**

- To identify the challenges, gaps, needs, possible solutions and best practices in digital transformation of higher education teaching and learning faced by HEIs in different countries in Arab States.
- To provide references for higher education policy makers, university administrations, and teachers to promote the digital transformation of higher education, improve the quality and equity of education in Arab States.

Different levels of Development of Arab States, , Groupings according to NRI

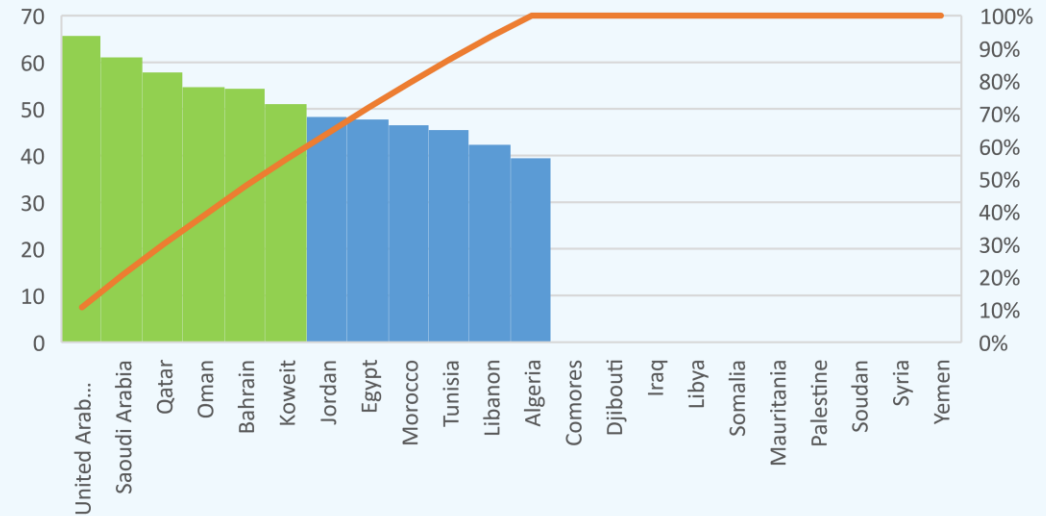
- 10 countries from high, middle and low incomes
- 10 countries classified in 3 groups (A, B, C) as per reference to NRI 2022

Figure 2: Box plot by income | Correlation Income & NRI



Note:
1. Countries are grouped according to the World Bank country classifications by income level (July 2022). GDP per capita and population data (represented by the size of the bubbles) are for 2021 or the latest year available. This data is respectively drawn from the International Monetary Fund's World Economic Outlook (October 2021) and from the 2022 Revision of World Population Prospects prepared by the Population Division of the Department of Economic and Social Affairs of the United Nations Secretariat.
2. The general trend line is a polynomial of degree two ($R^2 = 0.8376$).

NRI 2022 Arab Country Ranking



Country Concerned by field studies and Groupings:

Country (10)	NRI 2022	Income (WB)	Reference papers (13)
UAE	65,64 (rank 28/131)	High	(1) Dr. S.Elkouki, Dr.M.Chemili
KSA	61,09	High	(2) Dr. F. Esselmi Dr. H. Khalifa
Jordan	48,31	Middle	(1) Prof. M.Weshah
Egypt	47,76	Middle	(1) Prof. M. Khorshid, Prof. A.Outaifi Hassanine
Morocco	46,5	Middle	(1) Dr. A. Fel Merkazi, Dr. A. Ghassoub
Tunisia	45,46	Middle	(2) Prof. S. Krichen Dr. Cheniti
Algeria	39,48 (rank 100)	Middle	(1) Prof. F. BenDridi
Iraq	N.R	Middle	(2) Ministry Committee of HE Prof. N. K. Abdessaheb
Mauritania	N.R	Low	(1) Former Ministry of HE
Yemen	N.R	Low	(1) Dr. A. Arjech

Highlights of Promising Practices (1)

Group		A (NRI >= 50)	B (<= 39 NRI < 50)	C (NRI < 39)
		High Income	Middle Income	Low Income
Institutional policies, planning, and initiatives	strategies or policies	- Global Country Strategy (KSA, UEA) - Strong Specific strategy (UAE) - Adoption of specific HEI organisational structure for DT (UEA)	- Specific Policies or Strategies (Iraq, Morocco, Egypt) - Specific regulation framework for digital L&T (Morocco, Tunisia) - COVID-19 strategy	- No strategy - COVID-19 strategy
	digital environment and infrastructure	- High Network Connectivity (UAE, KSA) - High rate of HEI connectivity (UAE, KSA) - High Digital adoption (UAE, KSA)	- High rate of HEI connectivity (Tunisia, Jordan, Morocco) - Middle Digital adoption and Digital terminal availability (Jordan, Egypt)	- Poor Network connectivity - Only some HEI are connected
	Main initiatives in HEI for building DT culture	- Integrated University Information System (administration, curriculum, students, faculty, curriculum, library, academic advice, online assessment,...) (UAE, KSA) - Integrated platforms for T&L - Excellence award for teachers in Digital Teaching & Learning (UAE) - DIGI Campus in 2018 (to develop and implement an innovative, transformative digital higher education model, UAE) - Reinforce Leadership in HEI for DT (UAE)	- Digital approaches for Labs (EXPERES initiative - Morocco) - Launching HEI for virtual T&L (Tunisia, Morocco) - Cooperation with international universities well known for their Digital Readiness (Egypt)	- Synchronous online learning (Meet, Zoom, Teams, ...)
	Institutional Support in University for digital teaching & learning	- Center of excellence in T&L (KSU)	- University for Virtual T&L (UVT-Tunisia, CVM-Morocco, Egyptian E-learning University) - Specific network infrastructure for HEI (RNU-Tunisia, MARWAN-Morocco) - Internet and computing provider for Universities (CCK-Tunisia) - Egyptian National Center for the International Institute of Online Education (IIOE) of UNESCO - Open education Center in many Egyptian universities (long life learning) - Network of Multimedia Studios for Digital learning contents (Morocco)	- International Center for Innovation in Higher Education (Yemen)

Highlights of Promising Practices (2)

Group		A (NRI >= 50)	B (<= 39 NRI < 50)	C (NRI < 39)
		High Income	Middle Income	Low Income
Teachers & Teaching	Teacher training for Digital teaching in HEI	- certificate for Digital Teacher since 2019 (Higher College of Technology -UAE)	- Certificate for Digital T&L (Morocco) - Digital curriculum for teachers (Jordan)	
	Competences covered in Digital Teaching			
Digital learning and transformation	Digital pedagogy	- Hybrid Education Model (Higher College of technology - UAE)	- Blended learning - Transformed Blended Learning - Inverted teaching	- synchronous e-learning (Mauritania)
	% of blended learning			
	Initiatives to promote Open, free Digital resources and platforms		- launch of call for tenders for MOOCs and SPOCs development (MarMOOC project-Morocco)	
	Certification	- certificate of Digital Literacy for students (Higher College of Technology - UAE)		
	Digital teaching platforms	- LMS platforms	- MOODLE platform	- Online teaching platforms: Classroom, Meet, Jamboard, (Yemen, Mauritania)
QA for Digital T&L	Quality Assurance Framework	- guidelines for quality digital teaching (Higher College of technology - UAE)	- guidelines for quality digital teaching (Iraq) - guidelines for digital skills and abilities to use in teaching (U. EOKBA-Jordan)	
	Specific team/department for QA			

Country Analysis of Digital Transformation of Higher Education Teaching and Learning in Arab Region: **Next Steps**

- **Complete Information Gaps through other Sources in order to get a more complete picture on the reality on the ground, finalize the country analysis and Identify challenges**
- Highlight the successes that can be used as case studies for possible replication
- **Elaborate a Digital Transformation of Higher Education Teaching and Learning framework that takes into account the 3 levels of development**
- Recommendations for Future Trajectory of Higher Education Digital Transformation in Arab Region, **Taking into account the 3 levels of development**



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Thank you !