‘Rethinking Education for a Prosperous and Sustainable Future’ Forum

TEACHING AND LEARNING CENTER

25TH MAY 2022

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1. Introduction

Under the Patronage of his Excellency, Eng. Omar AlKandari, the Secretary General for the Private Universities Council, the Teaching and Learning Center at the Australian University organized 'Rethinking Education for a Prosperous and Sustainable Future' Forum on 25th May 2022.

The Australian University would like to extend its sincere thanks for all the participants who contributed to the success of this event. The knowledge that was shared will contribute to the development of our teaching experience which will eventually translate into excelling the teaching and learning practices.

It is generally debated worldwide that the current higher education system doesn't fit the purpose for the practicality and the dynamics of the job market; therefore, reforms need to be developed with an awareness of both risks and opportunities to promote an educational system for a sustainable future.

The Forum started by presentations of keynote speakers: the Secretary General of the Private Universities Council, the President of AU, Resident Representative of the World Bank Office in Kuwait, university and education consultants from UAE and Kuwait. The keynote speeches were followed by three panel discussions. The first panel tackled the needed skills and the future of work considering main priorities of Kuwait Vision 2035. The second panel discussed digital transformation and the future of education and higher education. The third panel addressed post-covid psychological well-being of teachers and students.

2. Speakers' Profile

Prof. Isam Zabalawi, the President of the Australian University, an experienced academic leader who holds Ph.D. in Electrical and Electronics Engineering from Leeds University of England. He was the President of The Arab Academy for Banking & Financial Sciences 2009 - 2016, founder of new universities in the region in Syria and German-Jordanian University in Jordan, the former Minster of Higher Education and Scientific Research 2003-2005, Chancellor of the University of Sharjah from 1999-2003 and Since 2017, he has been the President of AU.

Mr. Ghassan Al-Khoja, the Resident Representative of the World Bank office in Kuwait. Mr. Al-Khoja holds a Master's degree in Information Management (with a minor in Economics) from George Washington University in Washington DC.

he held the position of Senior Official Social protection in the Middle East and North Africa, and has worked extensively on development issues, with a focus on Human Development sectors. He joined the World Bank in 1993, as a consultant and then worked in the financial sector, private sector development, and infrastructure sector. He worked as a Human Development Coordinator for Kuwait and Iraq between 2011 and 2014, where he supervised the health, education, and social protection sectors. He also worked as a Director of the Human Development sector in MENA and the Director of the Iraq Fund for Technical Assistance and Skills Rehabilitation Program.

From 2013 till 2014 Mr. Al-Khoja has worked extensively on social protection and employment programs in Jordan, Lebanon, and United Arab Emirates, Kingdom of Saudi Arabia, State of Kuwait, Bahrain, and Oman, in addition to Education programs, Higher Education and Health in many countries, including Jordan, Lebanon, Syria, Kuwait, Egypt and Iraq.

Professor Adi Arida had his PhD Degree from the United Kingdom in 1997, after which he started his academic and industrial career in health profession. He proceeded in his different academic promotions until he was awarded, in 2009, the academic rank of Full Professor in Pharmaceutical Technology.

Due to his academic and Industrial performance, he had been escalading in his administrative and academic ranks from a faculty to Head of Department, to Dean (being appointed as Dean of different Colleges in different universities. He started his job as Dean of School of Health and Environmental Studies in Dubai in 2014-2020, where the mode of delivery in that university was blended online with an e-learning infrastructure; Physical (face-to-face), Synchronous (virtual), and Asynchronous (self-paced). His latest position was awarded in August 2020, where he was appointed as a University President in Dubai - UAE.

Professor Arida holds a distinguished career of 24+ years in academic administration. He has provided leadership and support in building a graduate and post graduate student culture and community that enriches student experience and engagement. He has played a key role in facilitating creation of a learner-centric environment conducive for quality education.

A renowned Academic Visionary: he has significantly contributed to creating the next generation/ digital era workforce in the field of pharma.

He is known as distinguished author of many significant publications and articles/ book chapters.

Dr. Abdulaziz Abal is an Educational Consultant and a former Assistant Professor at AUK and, he holds PhD in Curriculum & Instruction from Florida International University- USA.

Dr. Abal is the founder and CEO of Reach Education Center (2013 Kuwait - 2017 Bahrain) where he provides training and a framework for all parties to influence and maximize educational outcomes. He is also the Founder of Reach Nursery (2017 Bahrain) and Heroes Academy (Kuwait 2019).As a student advocate and an educational influencer with around 183 thousands GCC followers on social media, Dr. Abal has a dream of opening his own state of the art school.

Panel Discussion I: Needed Skills and the Future of Work

Main Priorities of Kuwait Vision 2035

Dr. Khaled Mahdi is the Secretary-General of the Supreme Council for Planning and Development in Kuwait and the program director of the Country Plan Action Program of UNDP in Kuwait. He is a member in several government boards and high-level committees, such as the Public Authority for Industries, and Kuwait Institute for Scientific Researches, Public Housing Authority, the Economic and Fiscal Reform, and Kuwait Masterplan 2040 and many others.

Khaled is a graduate of University of Toronto and holds PhD degree from Northwestern University both in Chemical Engineering, besides being a Certified Consultant Engineer CEng, Project Management Professional PMP and PRINCE2 as well as a certified GCC Arbitrator. He is a member in several local and international organizations.

Khaled was an Associate Professor in the College of Engineering and Petroleum at Kuwait University where he taught 30 different engineering and management courses, received the best teaching award, co-authored more than 65 publications in different fields and cofounded SYNERGY, complex system research group.

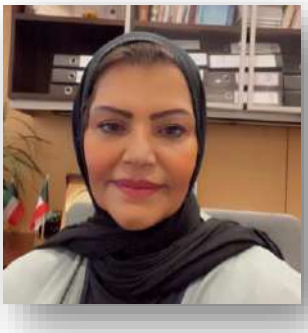
Dr. Khaled serves as an Advisor for Kuwait University strategic office and the Minister of Planning and Development Affairs office. He engaged in training of more than 1500 professionals and engineers. He sits in several local and regional corporate boards.

Ms. Ghada AlKadi has more than 20 years' experience in the field of Employee Engagement through L&D. She started her career in learning from within the training room, impacting behavioral transformation in several Power Skills areas especially around Management and Leadership Skills. Ghada moved gradually into leading the learning function, building focused strategies and utilizing her understanding and passion for growth to create learning cultures where employees value and own their development. She has a very motivating and engaging communicative approach and believes the most important element of a leadership role is developing people and coaching them for increased resilience and adaptability in a fast transforming reality.

Her Master's in Education from the American University of Beirut, Executive Coaching certificate, CM, ILM, NLP, Trainer certificate, and CPTD (Certified Professional inTalent Development) certifications are helping her build a stronger career in the realm of developing human potential. Ghada was nominated as finalist for "The Learning Performance Awards 2020" in the UK for "Learning Professional of the Year" Category.

Mr. Reyadh Fares, currently working as an Assistant Professor of Economics at Kuwait University, also serves as a Board Member at Kuwait International Bank. Before that worked at different institutions inside and outside of Kuwait. The last position was an Operations Officer at the World Bank. Before that worked as an Advisor to the Executive Director of the Middle East at the IMF, served as the Assistant Secretary for Planning Affairs at the General Secretariat for Planning and Development in Kuwait and before that worked as Assistant Professor of Economics at Kuwait University, with being the Associated Dean for two years.

Holds a Ph.D. degree in Economics from West Virginia University, two Mater degrees in Economics from Florida State University and University of Colorado, and a Bachelor degree in Economics from Kuwait University.



Ms. Muna AlAnsari

- General supervisor of Science in the Ministry of Education State of Kuwait.
- Chemical engineer.
- Representative and Coordinator of UNESCO with the Ministry of education.
- Member of International Studies.
- President of International Chemistry Olympiad in the State of Kuwait.

Panel Discussion II: Digital Transformation and the Future of Education and Higher Education

Dr. Vladimir Simovic is an Associate Professor in Scientific Research Center at the Australian University(AU). The areas of his professional interests are in innovative learning practices, digital marketing, digital entrepreneurship, digital competencies, and information systems in business. Before joining the AU, he was the Head of Digital Economics Department at the Institute of Economic Sciences in Belgrade, Serbia. He is the participant of European COST Action on Artificial intelligence in business with 15+ years of experience in research and teaching. He is the founder of several digital startups in Serbia as well as a think tank dedicated to innovative learning practices. He has been working for years as a consultant for digital startups.

Mr. Yves Khalil, the Higher Education Industry Lead for Microsoft covering the region of Middle East and Africa and based out of Dubai, UAE. Been with Microsoft for almost 20 years and covered multiple functions within Education and Learning Departments at the company.

Passionate about inspiring and guiding team members, collaborating with education partners, and working closely with public and private Universities to improve education outcomes.

Dr. Svetlana Belic Malinic is an Academic Director at LINKgroup Educational Alliance. She holds a PhD in Education from the University of Leicester, UK, and an MA in Educational and Social Research from the UCL Institute of Education, UK. As a member of The Cambridge Panel, Dr Belic Malinic shapes the future of education and facilitates the ideation of innovative approaches to teaching and learning at the global level. Her professional orientation is towards the science of learning, creative pedagogy, professional development and life-long learning.

Panel Discussion III: Post-Covid Psychological Well-Being of Teachers and Students

Dr. Saliha Kozan is a licensed psychologist in California, United States. She is currently serving as a psychologist and director of the Mental Health and Wellness Department at Fawzia Sultan Healthcare Network. Dr. Saliha received her Ph.D. in counseling psychology from Boston College. She also completed her pre-doctoral clinical training at University of California, Los Angeles and her post-doctoral residency at University of California, San Diego. Dr. Saliha has over 15 years of experience working with diverse communities in Kuwait, United States, and Turkey. In addition to conducting research as a member of the Work Interventions Network (WIN) at Boston College, Dr. Saliha teaches master's level courses in the International Counseling program at Lehigh University (United States). Dr. Saliha's areas of professional interest include mindfulness- and acceptance-based psychological interventions, psychology of working, multicultural and social justice perspectives, and international psychology.

Ms. Rawa Abdulaziz Alali

- PhD in Education Psychology.
- Founder of Roaa Center Consulting Group.
- Founder and Director of Sunflower Learning Group.

3. Keynote Speeches

The keynote speeches started by the welcome note of Ms. Rola Mourdaa, Manager of the Teaching and Learning Center at the Australian University. His excellency, Eng. Omar AlKandari, The secretary General for the Private Universities Council, continued with a speech on rethinking education in the face of contemporary challenges.

The President of the Australian University, Prof. Isam Zabalawi, presented graduates attributes and employability. He explained the importance of university graduate attributes and how AU has developed policies to promote this goal and all stakeholders including academic and non-academic staff are aware of the policy. Prof. Isam discussed the pillars of employability to better reflect the concept of graduate attributes.

Education, Youth and the Future of Work was the next topic presented by Mr. Ghassan AlKhoja, the Resident Representative of the World Bank Office in Kuwait.

Prof. Adi Arida, University Consultant and Member of the Executive Committee at University of Al Fujairah UAE, continued with the topic ‘The British Experience with the Transitional Higher Education (TNE)’.

Dr. Abdulaziz Abal, Educational Consultant in Kuwait, presented ‘Rethinking Teaching for Teachers and Learning to learn for students’. The session was followed by question/answer and engaging discussion with participants.

4. Panel Discussion I:

The first panel discussion tackled needed skills and the future of work considering main priorities of Kuwait Vision 2035. The first speaker, Dr. Khaled Mahdi, the Secretary General for Planning and Development in Kuwait, discussed education in a knowledge-based economy era where he specifically emphasized the big role universities can play in making the quality change required for the development of the nations. Ms. Ghada AlKadi, Unit Head, Learning and Talent Development at Burgan Bank Kuwait continued the session by discussing the needed skills for graduates and the gaps found in the job market.

Mr. Reyadh AlFares, Assistant Professor of Economics at Kuwait University, had his presentation on developing a strategy for the labor market in Kuwait. The General Supervisor of Sciences at Ministry of Education in Kuwait, Ms. Muna AlAnsari, discussed STEM education in 21st century skills needed.

The first panel was ended by question/answer from the audience, which opened the room for rich discussions.

5. Panel Discussion II:

The second panel discussion was held online focusing on digital transformation and the future of education and higher education. Dr. Vladimir Simovic, Associate Professor in Scientific Research at the Australian University presented the Impact of game-based learning on academic performance of university students.

The session was followed by discussions and questions/answers from participants.

6. Panel Discussion III:

The last panel discussion focused on the challenges of the psychological aspect of the post-covid effects. The theme of the panel was 'Post-Covid Psychological Well-Being of Teachers and Students' with two psychological expert speakers, Dr. Saliha Kozan, Licensed Psychologist and Director at Fawzia Sultan Healthcare Network at Kuwait and Ms. Rawa Abdulaziz Al Ali, Founder of Roaa Center Consulting Group in Kuwait.

They both emphasized on the importance of supporting the well-being of students and faculty in post-pandemic higher education era. The higher education institutions should be able to identify students with difficulties in learning and offer personalized solutions to support their learning experience.

7. Recommendations

The forum concluded with a set of valuable recommendations for the stakeholders of the education sector in Kuwait to better create an inclusive innovative effective learning environment that best serves the country. **The recommendations are categorized and listed in the below section:**

7.1 Research

- There is inadequate research about the job market needs and the skills required. Research should be undertaken to have continuous update and provide needed majors and follow the job changing trends,
- Collaboration between higher education institutions with the industry to set priority of research topics is highly recommended,
- People from the industry shed light on the gap students possess in regard to the practical readiness to the job market, therefore working on enhancing the employability of graduates shall be a priority.
- More in depth research on the practicality of online teaching and the effect of COVID on the quality of education in Kuwait is required.
- Research reflecting the need for training of faculty to be able to absorb students with learning difficulties and psychological health issues.

7.2 Collaboration between Universities and Industry

- Internship and Job Shadows: More structure seemed necessary for the internship programs, which call for more collaboration between the universities and the industry,
- Career Centers to be supported and funded to perform their job effectively for the best benefit of students, universities' reputation, employers and the economy at large,
- Professors shall be encouraged to work as part timers in industry, as this will allow gaining practical experience that will definitely reflect on the teaching inside the class.
- Funding opportunities for practical research.

7.3 Government

- Speeding up approval processes and improve efficiency in paperwork,
- Implement strict supervisory role on schools (implement a system of ranking), critical thinking rather than memorization as this will enhance the quality of education at the university level enabling them to produce employable graduates,
- Improving the education system by enhancing efficiency of public education, curriculum, developing skills of teachers, linkage with job market required skills, improving teachers' evaluation process, efficiency in budget allocation and education strategy,
- Support for innovative education.

7.4 Universities

- Aim for international rankings not just accreditation,
- Educators to consider a different mindset to best interact with the young mind and to provide tools for critical thinking, learning, and focus on STEM/STEAM,
- Employ professors with industrial knowledge,

- Allowing people from industry to lecture,
- Apply problem-based learning, team-based learning and PBL approaches to teaching,
- Reconsider traditional way of assessing students,
- Provide orientation programs to introduce students to university life with what's expected from them in terms of dedication, maturity and responsibility – approach to learning,
- Emphasize on continuous and independent life-long learning,
- Help students to give and take constructive feedback,
- Building professional identity,
- Encourage interdisciplinary knowledge and projects,
- Create innovative learning environment,
- Open door for teaching methodology evaluation,
- Exchange programs for both students and faculty,
- Follow UK example in conducting online degrees to increase the pool of enrolled students.

7.5 Psychology

- Need to encourage competitions and diverse cultures within public schools,
- Change of Educational Models by focusing and accepting differences,
- Live the way they are living (update teaching approaches that address the new millennials),
- Bloom's Taxonomy (evaluate, analyze, not only focus on memorizing),
- Planning, giving higher quality of education and lowering quantity of information,
- Teachers shall understand differences among students, and learn differential teaching styles,
- Having student psychology support centers to raise up balanced personalities,
- To acknowledge the mental health issues of students and provide support mental health services,
- Develop prevention methods for mental health issues such as promoting healthy lifestyle, groups therapy, support groups, monitoring and following up),
- Integrity: to learn and apply values even if no one is watching or evaluating,
- Change traditional schooling – put students outside classrooms,
- Role of teacher: Move from teacher to facilitator.

7.6 Skills needed by industry that universities should enable students to have

- Interpersonal skills,
- Attitude towards work,
- Ability to think (critical thinking),
- Be able to plan and execute,
- Integrity, resilience and empathy,
- Business communication skills,
- Customer service skills,
- Basic knowledge of their field,
- Emotional Intelligence,
- Relations management – Teamwork,

- Self-motivation,
- Self-learning,
- General knowledge of what is going on not just major-focused,
- Writing skills,
- Productive,
- Time management,
- Coachable,
- Interdisciplinary knowledge.
- Sense of urgency required from them,
- Need to think for themselves,
- Patience,
- Creativity,
- Thinking out of the box,
- Evaluation and problem solving,
- Flexibility - Adaptable to change,
- Knowledge implementation.

8. Conclusion

It was agreed by all participants backed up by statistics that the educational situation requires attention and action. The situation is complex and requires efforts from different stakeholders. The Kuwait's Vision 2035 is very ambitious and it would be great if executed. Out of our social responsibility as educators and our intention to help in facilitating the achievement of the wider national vision, we suggest forming a Task Force that can follow up on finding opportunities to help implement these recommendations within a time-framed plan.

9. Appendices

- Rethinking Education for a Prosperous and Sustainable Future Forum Agenda
- Presentations

Australian University Auditorium
May 25th 2022
9:00 AM – 4:00 PM Kuwait Time

Rethinking Education for a Prosperous and Sustainable Future

In Collaboration with The World Bank Group Kuwait

Objective: It is generally debated worldwide that the current higher education system doesn't fit the purpose for the practicality and the dynamics of the job market; therefore, reforms need to be developed with an awareness of both risks and opportunities to promote an educational system for a sustainable future.

Keynote Speeches	
9:00 AM	**Welcome Note** Ms. Rola Mourdaa – Manager of Teaching and Learning Center, Australian University
9:10 AM	**Rethinking Education in the Face of Contemporary Challenges** Eng. Omar Al Kandari – The Secretary General for the Private Universities Council
9:20 AM	**Graduate Attributes and Employability** Prof. Isam Zabalawi – President of the Australian University
9:40 AM	**Education, Youth and the Future of Work** Mr. Ghassan Al Khoja – Resident Representative of the World Bank Office in Kuwait
10:00 AM	**The British Experience with the Transitional Higher Education (TNE)** Prof. Adi Arida – University Consultant and Member of the Executive Committee, University of Al Fujairah, UAE
10:20 AM	**Rethinking Teaching for Teachers and Learning to Learn for Students** Dr. Abdulaziz Abal – Educational Consultant, Kuwait
10:40 AM	**Discussion**

Coffee Break 11:00 AM – 11:20 AM	
Panel Discussion I: Needed Skills and the Future of Work Main Priorities of Kuwait Vision 2035	
Panel Moderator: Ms. Rola Mourdaa – Manager of Teaching and Learning Center, Australian University	
11:20 AM	**Education in a Knowledge-Based Economy Era** Dr. Khalid Mahdi – Secretary General, Supreme Council for Planning and Development in Kuwait
11:40 AM	**Needed Skills and the Future of Work** Ms. Ghada Al Kadi – Unit Head, Learning and Talent Development at Burgan Bank Kuwait
12:00 PM	**Developing a Strategy for the Labor Market in Kuwait** Mr. Reyadh Faras – Assistant Professor of Economics, Kuwait University
12:20 PM	**STEM Education, 21st Century Skills** Ms. Muna AlAnsari – General Supervisor of Sciences, Ministry of Education - Kuwait

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www.ack.edu.kw/en/teaching-and-learning-center/

12:40 PM	**Discussion**
Lunch Break 1:00 PM – 2:00 PM	
Panel Discussion II: Digital Transformation and the Future of Education and Higher Education	
Panel Moderator: Dr. Jean El Achkar – Assistant Professor at Petroleum Engineering Department, Australian University	
2:00 PM	**The Impact of Game-Based Learning on Academic Performance of University Students** Dr. Vladimir Simovic – Associate Professor in Scientific Research Center, Australian University
2:20 PM	**Transformation of Higher Education for the Fourth Industrial Revolution** Mr. Yves Khalil – Higher Education Industry Lead, Middle East and Africa – Microsoft UAE
2:40 PM	**Micro-Credentials: A New European Approach to Life-Long Learning** Dr. Sventlana Belic Malinic – Academic Director at the Institute for Contemporary Education Serbia
3:00 PM	**Discussion**
Panel Discussion III: Post-Covid Psychological Well-Being of Teachers and Students	
Panel Moderator: Dr. Bodour Al Shakhss – Assistant Professor at Marketing Department, Australian University	
3:20 PM	**Supporting the Well-Being of Students and Faculty in Post-Pandemic Higher Education** Dr. Saliha Kozan – Licensed Psychologist and Director at Fawzia Sultan Healthcare Network, Kuwait
3:40 PM	**Post-Covid Psychological Well-Being** Ms. Rawa Abdulaziz Al Ali – Founder of Roaa Center Consulting Group, Kuwait
4:00 PM	**Discussion**
Closing Recommendation Session	

Rethinking Education for a Prosperous and Sustainable Future

Graduate Attributes & Employability

Professor Isam Zabalawi
AU President

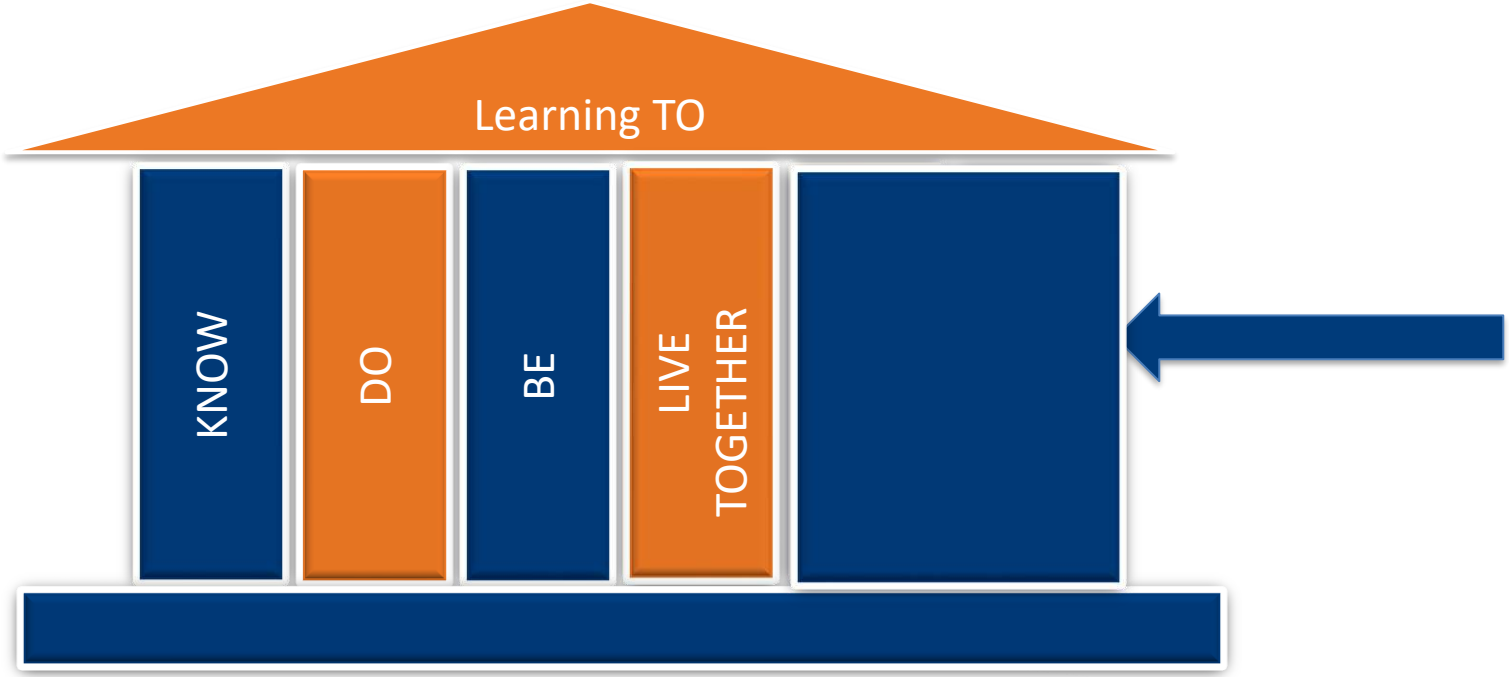
Teaching and Learning

Teaching
Research
Services

→

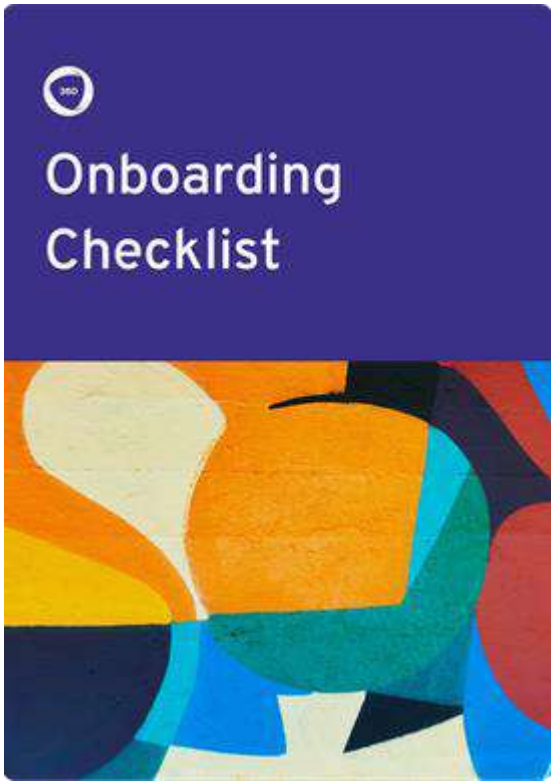
Learning
Innovation and Development
Shared Leadership

UNESCO's Pillars of Learning



Qualities employers look for

- Communication skills
- Honesty
- Loyalty
- Dependability
- Teamwork
- Flexibility
- Self-reliance
- Eagerness to learn
- Confidence
- Work ethic
- Determination
- Problem-solving skills
- Positivity
- Ambition



The AU Students Mission

The AU looks at the Student

- *as an asset to the nation and subsequently for the world.*
- *spreads the good vibes in the society*
- *can become a role model for many of his friends*
- *brings pride and hopes to his family and acquaintances, for his institution*
- *can be a good leader, politician, entrepreneur which can ultimately help the nation and its citizens.*

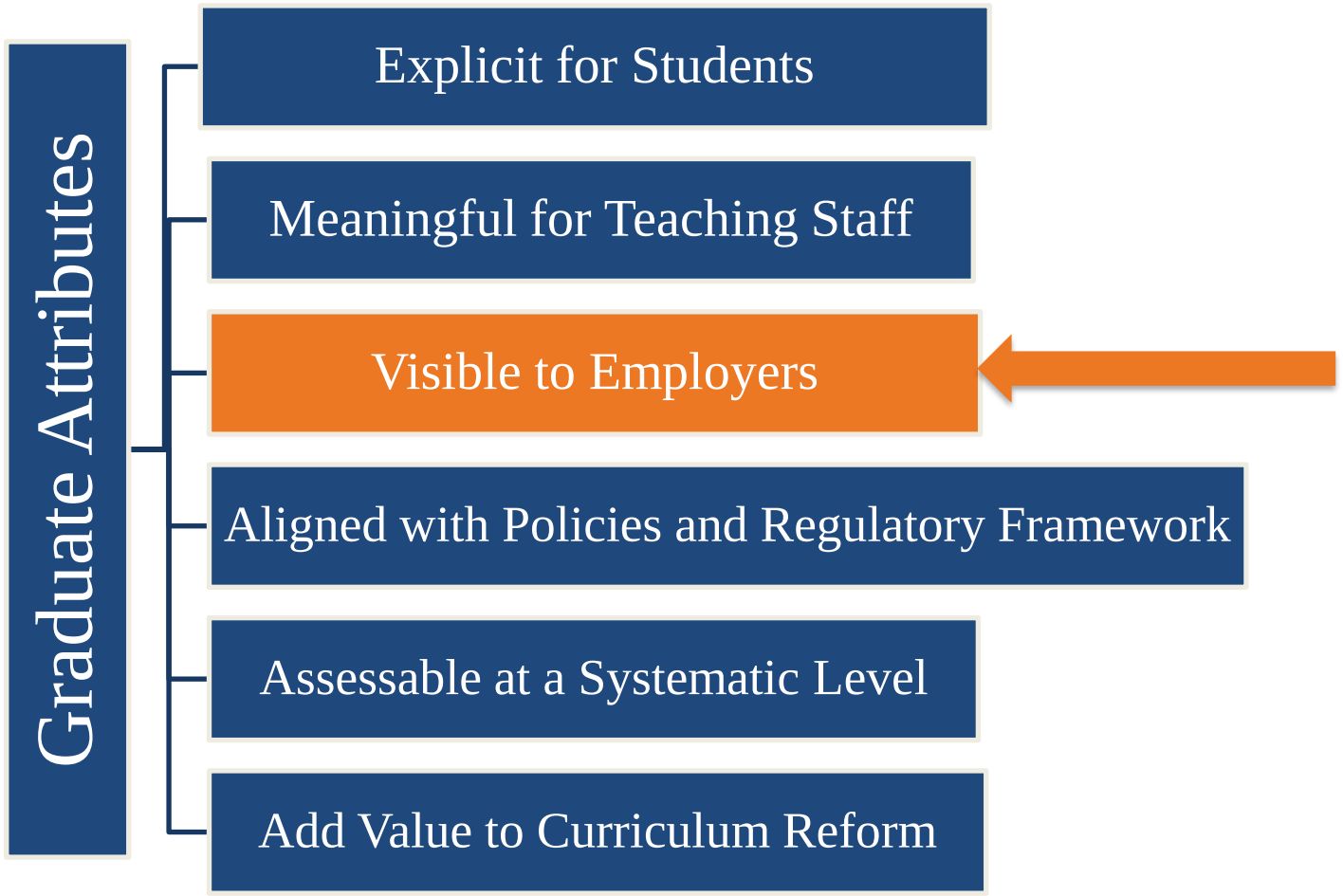
Therefore, AU must equip them with appropriate attributes and abilities

From Surveys, Students Ask : What, Graduate Attributes are all about…..

- My ‘soft’ skills?
- Generic skills: same for everyone regardless of the academic discipline/ professional sector?
- Getting a job?
- Is it about after I graduate?
- Is it something they will teach me?
- Time management, planning, teamwork etc.… I already know all that.

GAs are divided into two types: mindsets that influence our students’ and graduates’ behaviours, and groups of skills that empower their actions

Pillars of GAs



University Graduate Attributes

- Graduate Attributes (GAs) describe the qualities, knowledge and capabilities that students are encouraged to take responsibility for developing throughout their studies at the University.

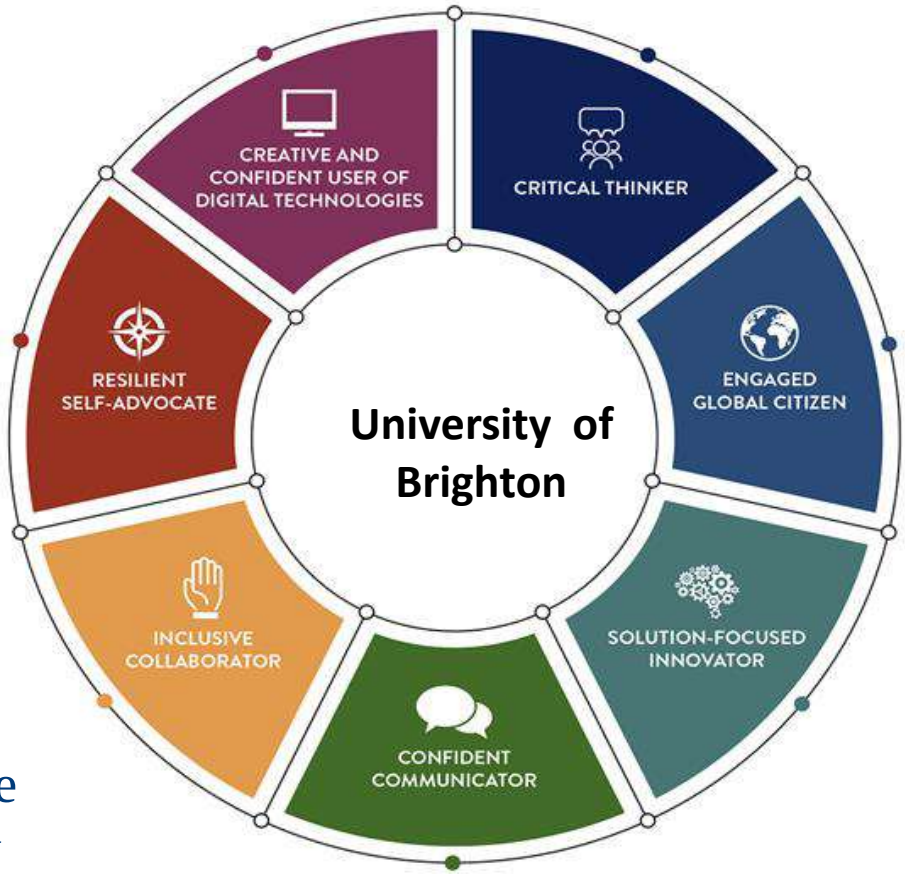
- The University defines the philosophy underpinning its teaching and learning programs through the Graduate Attributes.

Trinity College Dublin

https://www.adelaide.edu.au/learning/resources-for-educators/graduate-attributes

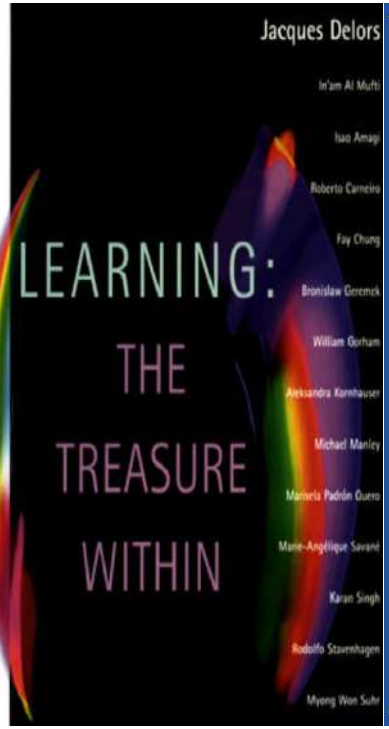
University Graduate Attributes

- ✓ Gas are described a set of characteristics that are designed to be transferable beyond the disciplinary context in which they have been developed.
- ✓ While GAs are fostered in the context of the curriculum, they are also developed within the total university experience as they encourage students to reflect on the broader purpose of their university education.



As part of the Washington Accord, every accredited engineering institution in Canada and every other signatory country must demonstrate that the graduates of their programs possess the attributes described under the following headings:

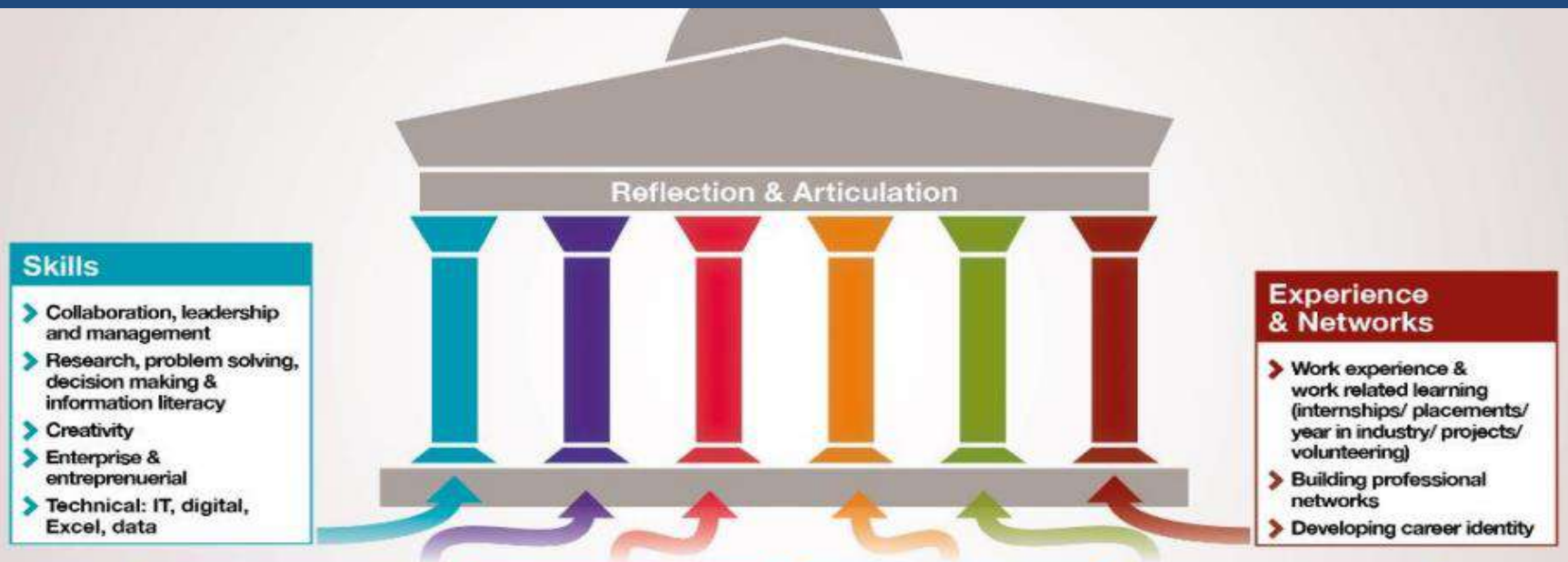
Graduate Attributes in International Initiatives



World declaration on higher education
For the twenty-first century: vision and action

Understanding in the Context of Gas: The Pillars of Employability

Employability: A set of achievements – skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy



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Employability & Gas in the Context of Career Development

- **Preparing for the unpredictable**

For a graduate to stand the best chance of securing occupations in which they can be satisfied and successful, it is essential that they receive some education in career development learning. (Dacre Pool and Sewell 2007 p 284).

Employability

Self-Esteem

Self-Efficacy

Self-Confidence

Retention & Evaluation

Career Development Learning

Experience (Work & Life)

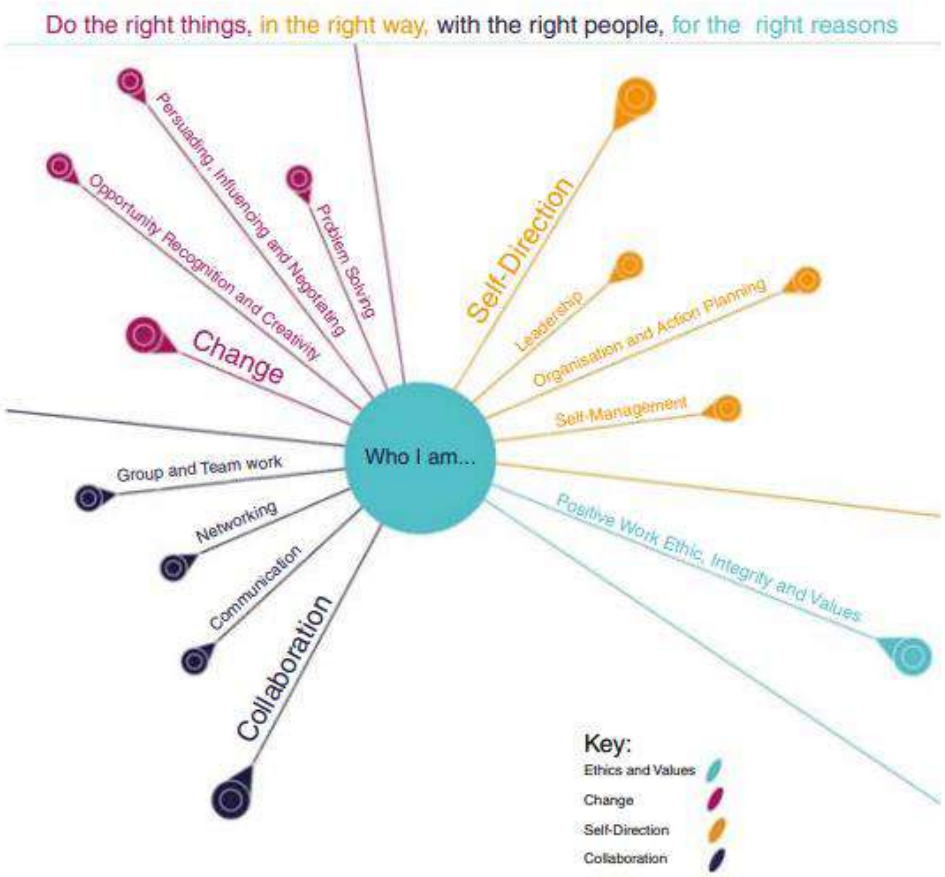
Degree Subject Knowledge, Understanding & Skills

Generic Skills

Emotional Intelligence

Why do We need GAs?

- By focusing on experiences other than the student's grasp of content within discipline.
- The university signals the importance it places on students' post-university success.
- Part of the role of the university is to provide socially responsible citizens.
- The students are being prepared for a future that is largely unknown.



https://www.emerald.com/insight/content/doi/10.1108/HESWBL-02-2018-0016/full/html

Why do We need GAs?

- The government has expectations that universities will become more cost effective by focusing on outputs .
- The students are prepared to compete to have better job opportunities.
- The university has proper quality assurance standards and is accredited.

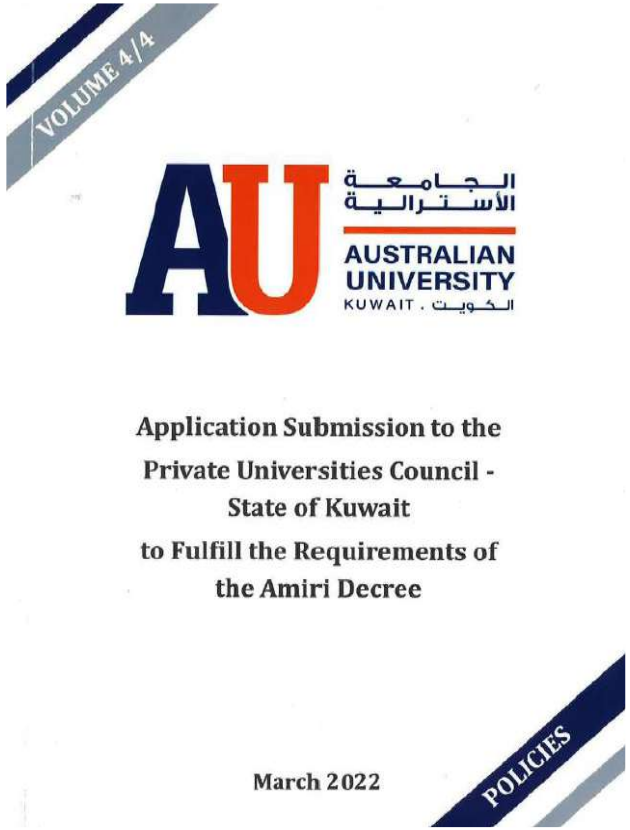
https://www.uwtsd.ac.uk/graduate-attributes-framework/

AU Graduate Attributes Policy

- The policy applies to all University graduates regardless of their awards.
- The attributes should include values as well as skills and competencies.
- Each discipline will address all the attributes specified by the university.
- In addition, will have the ability to emphasis different attributes.
- Each discipline must introduce additional specialized attributes.
- Each discipline should align the university and specialized attributes with professional, accreditation and quality assurance requirements.

AU Graduate Attributes Policy

- It will be one of the criteria to be met when new courses are approved, and existing courses are reviewed.
- While Faculties/Schools will need to consider how the generic attributes are covered across an entire course, there will not be an expectation that every course will address all attributes.
- For many courses offered within the University, it will be a case of articulating what already happens.



https://www.utas.edu.au/__data/assets/pdf_file/0003/66234/genericattributes_grads.pdf

AU Graduate Attributes Policy

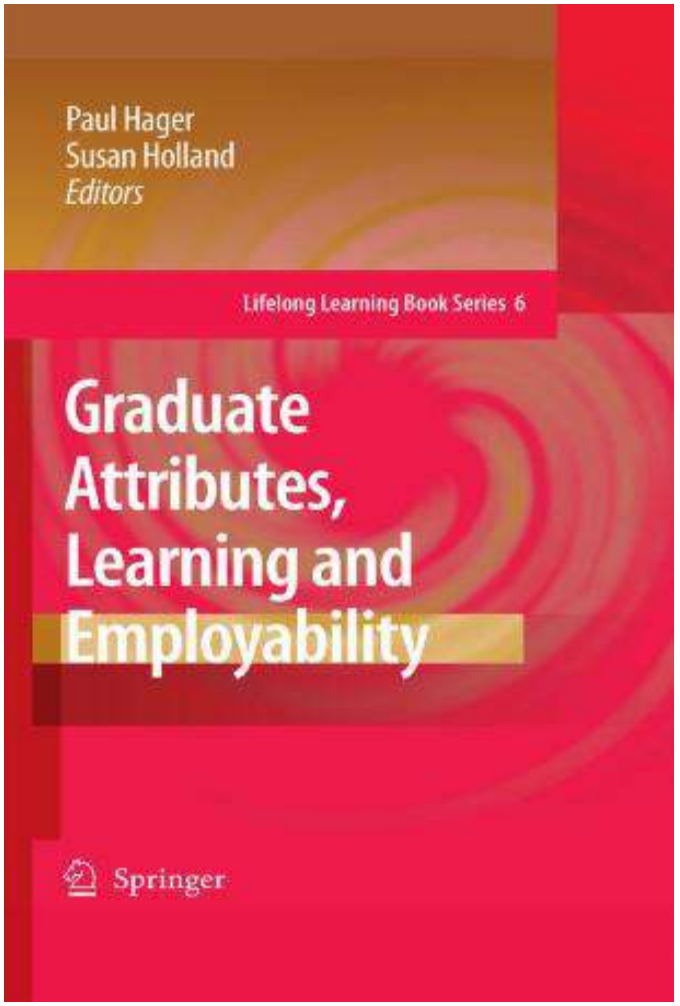
- The Generic GAs of the University will act as a common set of outcomes expected of all graduates of the University.
- Gas will appear in University documentation and be used as a way of promoting the University's overall offerings and approach to employers and students.
- Once accepted, the policy on Generic Attributes of will act as a guiding statement for course development.
- It will be necessary to ensure that all the generic attributes are addressed in some way across all courses taught in the University.

https://www.utas.edu.au/__data/assets/pdf_file/0003/66234/genericattributes_grads.pdf

AU Graduate Attributes Policy

- Students should be provided with appropriate learning, teaching and assessment experiences to enable them to develop the required attributes at increasing levels of complexity across the period of their study.
- The GAs should be clearly understood by teaching staff, students and employers.
- The GAs should be capable of being integrated into the programs and developed over the period of study.
- GAs are explicitly defined at university, program , field and course levels through the stated objectives and assessment to build a coherent incremental mapping process.
- The description of the GAs should be sufficient.

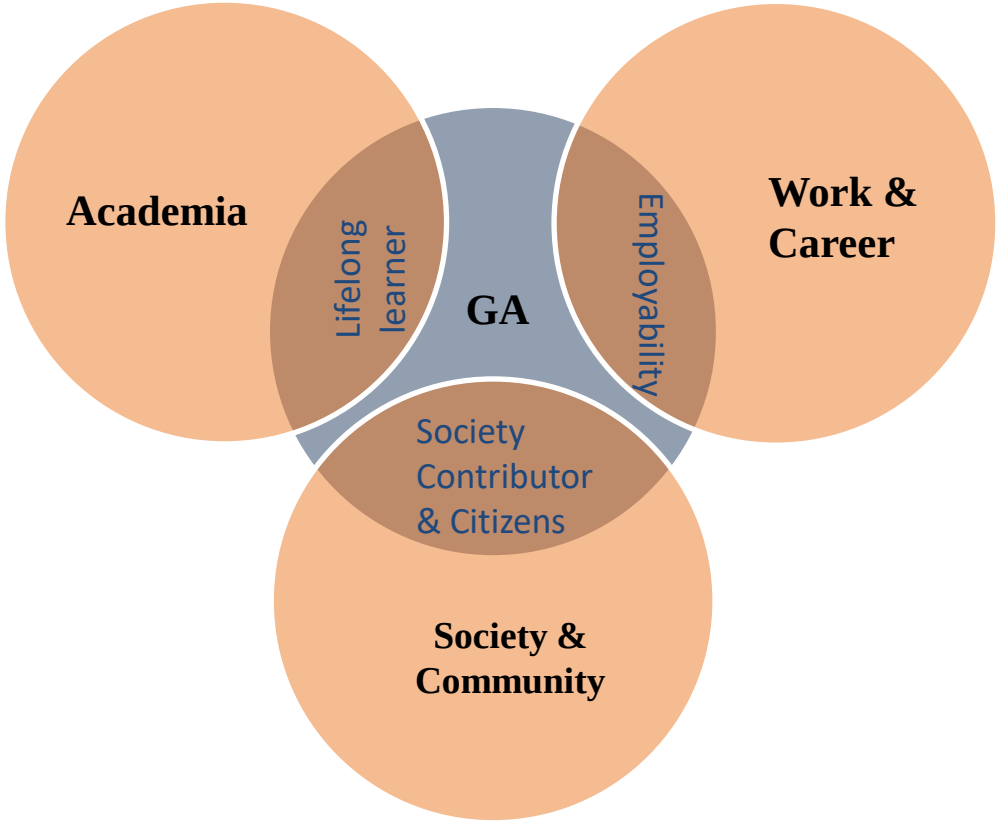
- The GAs are explicitly communicated to the faculty members, non-academic staff and to students in all program and course documentation.
- The GAs are assured through the quality management system via program approval and program review processes.
- The Gas progress are monitored through student learning experiences and student evaluation mechanisms.
- The GAs policy is supported by guidelines and implementation mechanism.



Academics' Understandings of Generic Graduate Attributes: A Conceptual Basis for Lifelong Learning

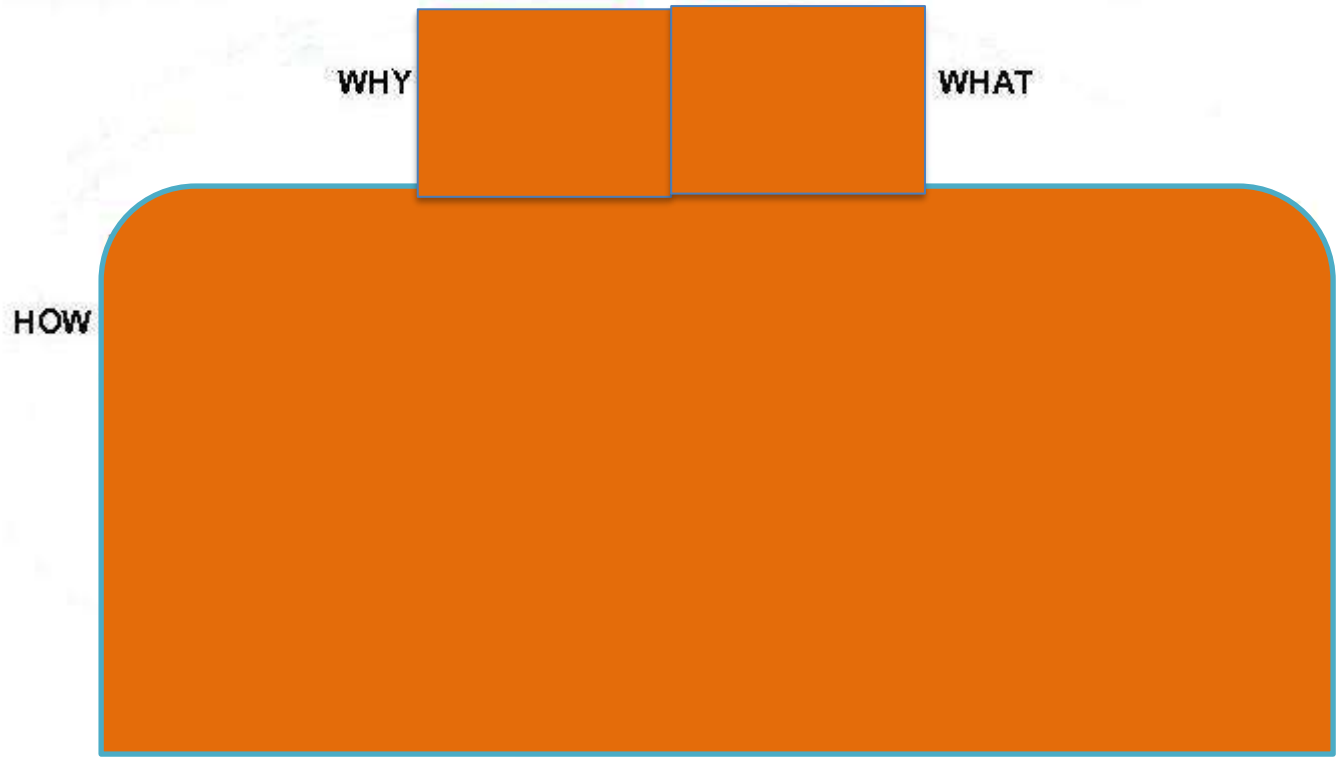
GAs: Differing Contexts

- To Academia- the type of lifelong learner the student/researcher will become
- To Work & Career - their employability
- To Society/community - their contribution to society and citizenship.



Graduate Attributes and Employability: helping universities and students prepare for the changing landscape

The Key Questions for Developing and Delivering Higher Education



List of Generic Abilities of the Students

- Ability to communicate in a second (foreign) language
- Capacity to learn and stay up-to-date with learning
- Ability to communicate both orally and through the written word in first language
- Ability to be critical and self-critical
- Ability to plan and manage time
- Ability to act based on ethical reasoning
- Capacity to generate new ideas (creativity)
- Ability to search for, process and analyse information from a variety of sources
- Ability to work autonomously
- Ability to identify, pose and resolve problems

List of Generic Abilities of the Students

- Ability to apply knowledge in practical situations
- Ability to make reasoned decisions
- Ability to undertake research at an appropriate level
- Ability to work in a team
- Knowledge and understanding of the subject area and understanding of the profession
- Ability to motivate people and move toward common goals
- Commitment to conservation of the environment
- Ability to communicate key information from one's discipline or field to non-experts
- Ability to think abstractly and analytically, as well as synthesize ideas
- Ability to interact constructively with others regardless of background and culture and respecting diversity

List of Generic Abilities of the Students

- Ability to design and manage projects
- Ability to interact with others in a constructive manner, even when dealing with difficult issues
- Ability to show awareness of equal opportunities and gender issues
- Commitment to health, well-being and safety
- Ability to take the initiative and to foster the spirit of entrepreneurship and intellectual curiosity
- Ability to evaluate and maintain the quality of work produced
- Ability to use information and communications technologies
- Commitment to tasks and responsibilities
- Ability to adapt to and act in new situations and cope under pressure
- Ability to act with social responsibility and civic awareness
- Ability to work in an international context

THANK YOU

WHY

- To produce graduates with:
  - Knowledge
  - Skills
  - Competencies & Abilities

- To be positive citizens.
- To be socially responsible individuals and teams.
- To be life-long learners.
- To be active participants in the sustainable development plans.
- To be proactive rather than reactive human capital.
- To get ready to take calculated risk.
- To be equipped to pursue graduate programs.
- To get employed nationally, regionally and internationally.
- To be an entrepreneur and self employed.
- To foster the UNESCO mission of learning.
- To participate in Research Activities.
- To participate in strategic thinking and planning.
- To deal with uncertainty and ambiguity.

AU Graduate Attributes Include:

- Knowledge.
- Lifelong Learning.
- Communications.
- Information Literacy.
- Problem Solving.
- Working in a team.
- Social responsibility.
- International Perspectives as a professional and as a citizen.

A graduate will be able to:

- Demonstrate an understanding in broad outline of a whole discipline or professional area.
- Apply knowledge at an advanced level in professional context or to solve problems.
- Identify the methodological and substantive limitations of the field and apply the discipline or professional area's mode of inquiry.
- Recognize the social, cultural and historical context of knowledge.
- Demonstrate appropriate understanding of current research areas in the discipline or professional area.

A graduate will be able to:

- Locate, evaluate, manage and use information in a range of contexts- ie be information literate.
- Understand the limitations of and have the capacity to evaluate their current knowledge.
- Practice intellectual Curiosity.
- Learn both independent and cooperatively.
- Recognize opportunities for further learning in both formally and non-formally.

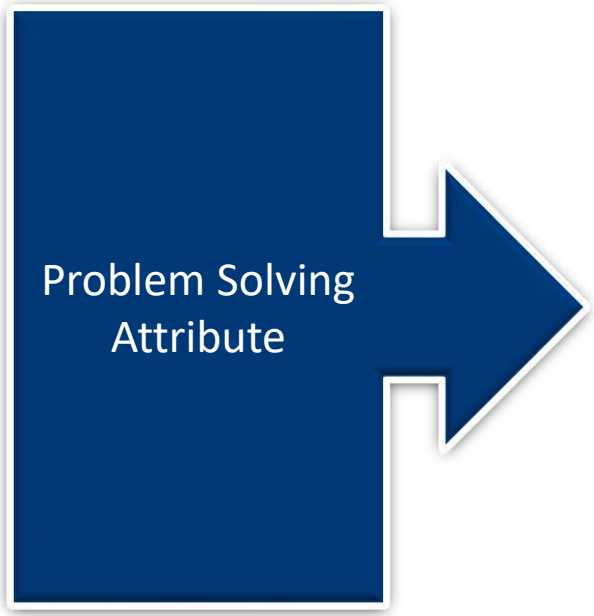
A graduate will be able to:

- Communicate effectively and confidently orally and in written forms.
- Use graphical, visual, and numerical forms competently where appropriate to the discipline or professional field.
- Display a proper attention to their audience in organizing and presenting ideas.
- Use defined conventions to acknowledge the work of others.
- Demonstrate openness to the ideas of the others.

A graduate will be able to:

- Recognize the extent of information needed
- Locate information effectively and efficiently
- Retrieve information
- Manage information collected or generated
- Acquire, organize and present information
- Decimate information
- Synthesize and correlate information
- Assess the validity, integrity, and reliability of retrieved information
- Transform data to information
- Use information in critical thinking and problem-solving contexts to construct knowledge
- Use contemporary media and technology to access, manage and decimate information.

A graduate will be able to:



- Apply logical, creative and critical thinking to a range of problems
- Gather, evaluate and deploy relevant information to assist problem solving – ie analysis and synthesis
- Define researchable questions in the discipline or professional area
- Conceptualize problems and formulate a range of solutions appropriate to the national and cultural context of the problem
- Initiate creative responses to problems and frame such responses as opportunities
- Apply strategies to conceptualize problems and formulate a range of solutions.

A graduate will be able to:

- Work collaboratively and network effectively
- Cooperate with all team members
- Share ideas.
- Forgo personal recognition.
- Negotiate solutions when opinions differ.
- Resolve conflict.
- Recognize strengths of other team members.
- Share responsibility.
- Take initiatives.
- Convey a shared vision for the team.
- Display a commitment to make the team function effectively.
- Appreciate the different approaches the different cultures have to collaborative work.
- Respect the values and the contributions of the others.
- Use logical and rational argument to persuade others.

A graduate will be able to:

- Demonstrate a commitment to personal ethical actions within professional contexts.
- Demonstrate respect for and acknowledgement of ideas and knowledge of others.
- Define social aspects of a particular technology (political, economic, legislative, sociological, environmental etc).
- Appreciate the impact of social change, the political decision-making process and economic imperatives of business and industry.
- Recognize social justice issues relevant to the discipline and professional area.
- Recognize the potential social and economic impact of enterprise activities upon particular social groups.
- Appreciate the importance of sustainable development.
- Demonstrate responsibility to the community – be aware of safety, efficiency, innovation, cost-effectiveness.
- Consider the relationship between the construction of power and privilege and the ability of discipline knowledge to perpetuate or dismantle social inequality with respect to Indigenous groups.

A graduate will be able to:

International perspectives as a professional and as a citizen

- Appreciate the importance of multicultural diversity to professional practice and citizenship.
- Appreciate the complex and interacting factors that contribute to notions of culture and cultural relationships.
- Value diversity of language and culture.
- Appreciate and demonstrate the capacity to apply international standards and practices within the discipline or professional area.
- Demonstrate awareness of the implications of local decisions and actions for international communities and of international decisions and actions for local communities.
- Demonstrate awareness of the international context of their discipline and professional area.
- Display an ability to think globally and consider issues from a variety of perspectives.
- Demonstrate an awareness of their own culture and its perspectives and other cultures and their perspectives.
- Appreciate the relation between their field of study locally and professional traditions elsewhere.
- Recognize intercultural issues relevant to their professional practice.

A graduate will be able to:

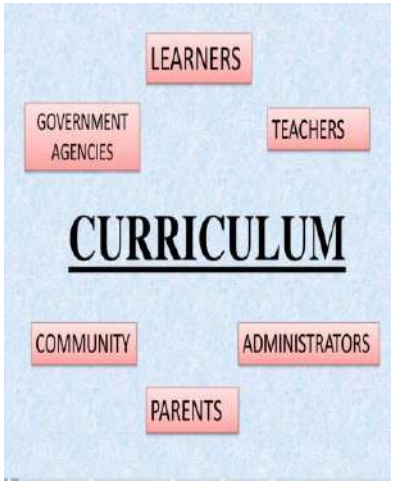
- Identifying the generic and discipline-specific attributes that the graduate should possess.
- Identifying the various skills and competency levels of those skills that the graduate needs to possess the attribute.
- Reviewing the current undergraduate program with the view to:
- Integrating the skills within the content.
- Developing assessment tools and mechanisms to measure to competency levels of the skills.
- Establishing a reporting procedure to track students' development by documenting their skills attainment.
- Creating and implementing a model to enhance faculty instruction to facilitate and guide student attribute development.
- Compilation of faculty recourses for teaching graduate attributes.
- The utilization of the Skill development in the real world and the workplace.

The Syllabus

- The Syllabus is a list of knowledge, skills, and attitudes desired of graduating engineers.
- What is the full set of knowledge, skills, and attitudes that students should possess as they leave university, and at what level of proficiency?
- It is rationalized against the norms of contemporary practice.
- The principal value of the Syllabus is that it can be applied across a variety of programs and can serve as a model for all programs to derive specific learning outcomes.

The Syllabus Characteristics

- The content comprehensive — include all relevant primary source material correlated.
- Prioritized by stakeholders — extensive survey of stakeholders to determine priority and level of accomplishment.
- Reviewed by peers — experts in each field reviewed the materials and correlated it with field-specific primary source material.
- Appropriate — filtered to those aspects appropriate to university teaching and learning.
- Expressed as learning objectives or competency statements in an appropriate taxonomy.
- Basis for rigorous curriculum design and assessment processes. The section was expanded to a second level to a third level and to a fourth level.



The organization of the Syllabus and the UNESCO

- *Learning to Know*, that is, acquiring the instruments of understanding
- *Learning to Do,* to be able to act creatively on one's environment
- *Learning to Live* Together, to co-operate with other people
- *Learning to Be,* an essential progression that proceeds from the previous three
- *Learning to transform* the world: key competencies in education for sustainable development
- *Learning to get employed* through attaining the skills and competencies needed by the workplace: knowledge, affinity, psychomotor, personal and interpersonal

Generic Syllabus: The Second Level

1. Technical knowledge and Reasoning
   - 1.1 Knowledge of underlying science
   - 1.2 Core fundamental knowledge
   - 1.3 Advanced fundamental knowledge
2. Personal and Professional Skills and Attributes
   - 2.1 Analytic reasoning and problem solving
   - 2.2 Experimentation, investigation and knowledge discovery
   - 2.3 System thinking
   - 2.4 Attitudes, thoughts and learning
   - 2.5 Ethics, thoughts and learning

Syllabus :The Second Level

3 Interpersonal Skills: Teamwork and Communication

- 3.1 Collaboration
- 3.2 Teamwork
- 3.3 Communications
- 3.4 Communications in foreign languages

4 Conceiving, Designing, Implementing, and Operating Systems in the Enterprise and Societal Context, the Innovation Process

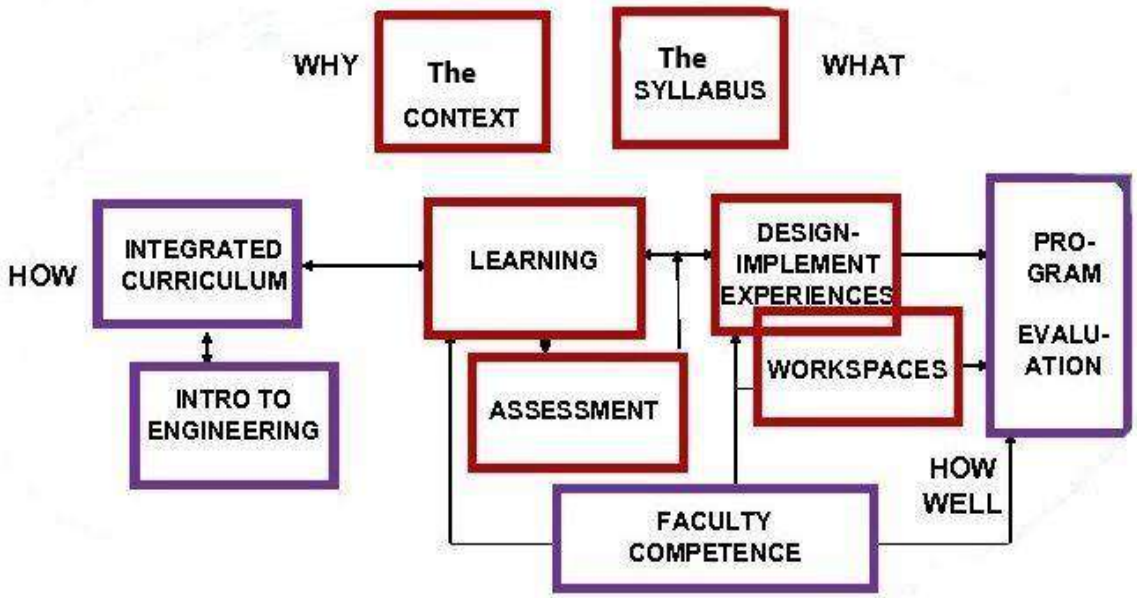
- 4.1 External, societal and environmental context
- 4.2 Enterprise and business context
- 4.3 Conceiving, system engineering and management
- 4.4 Designing
- 4.5 Implementing
- 4.6 Operating
- 4.7 Leading engineering endeavors
- 4.8 Engineering entrepreneurship
- 4.9 Research

The Grouping of the Standards

The 12 Standards address the following Issues in Engineering Education:

1. The foundational principle of a lifecycle context of education (Standard 1).
2. Curriculum development (Standards 2, 3 and 4).
3. Design-implement experiences and workspaces (Standards 5 and 6).
4. Methods of teaching and learning (Standards 7 and 8).
5. Faculty development (Standards 9 and 10).
6. Assessment and evaluation (Standards 11 and 12).

The Grouping of the Standards



Standard 1--The Context

Adoption of the principle that product, process, and system lifecycle development and deployment -- Conceiving, Designing, Implementing and Operating -- are the context for education.

Standard 2--Learning Outcomes

Specific, detailed learning outcomes for personal and interpersonal skills, and product, process, and system building skills, as well as disciplinary knowledge that are consistent with program goals and validated by program stakeholders

Standard 3 -- Integrated Curriculum

A curriculum designed with mutually supporting disciplinary courses, with an explicit plan to integrate personal and interpersonal skills, and product, process, and system building skills.

Standard 4 -- Introduction to Engineering

An introductory course that provides the framework for engineering practice in product, process, and system building, and introduces essential personal and interpersonal skills.

Standard 5 -- Design-Implement

Experiences a curriculum that includes two or more design-implement experiences, including one at a basic level and one at an advanced level

Standard 6 -- Workspaces

Engineering workspaces and laboratories that support and encourage hands-on learning of product, process, and system building, disciplinary knowledge, and social learning.

Standard 7 -- Integrated Learning Experiences

Integrated learning experiences that lead to the acquisition of disciplinary knowledge, as well as personal and interpersonal skills, and product, process, and system building skills

Standard 8 -- Active Learning

Teaching and learning based on active experiential learning methods

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Standard 9 -- Enhancement of Faculty Competence

Actions that enhance faculty competence in personal and interpersonal skills, and product, process, and system-building skills.

Standard 10 -- Enhancement of Faculty Teaching Competence

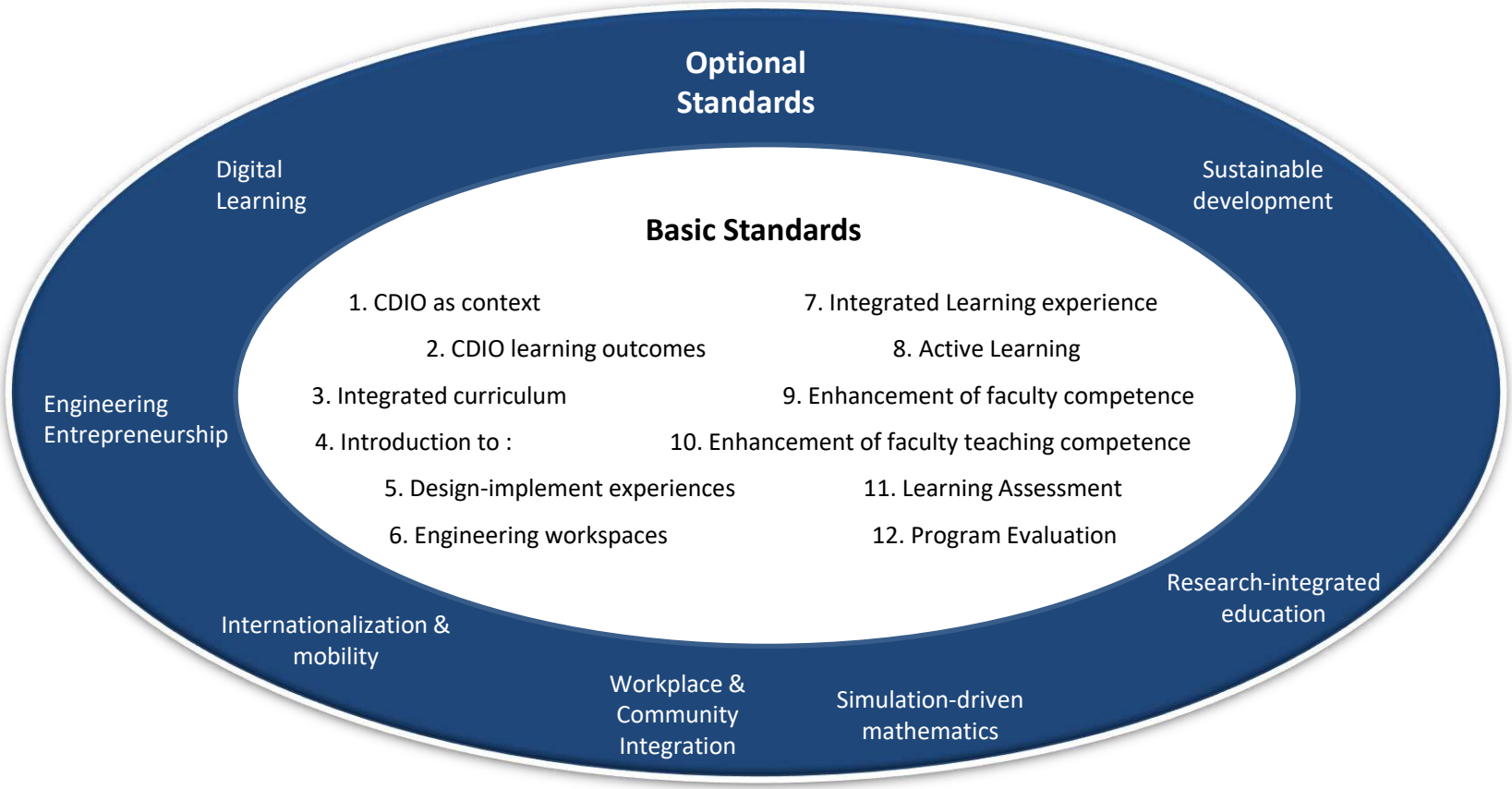
Actions that enhance faculty competence in providing integrated learning experiences, using active experiential learning methods, and assessing student learning.

Standard 11 -- Learning Assessment

Assessment of student learning in personal and interpersonal skills, product, process, and system building skills, as well as in disciplinary knowledge.

Standard 12 -- Program Evaluation

A system that evaluates programs against these twelve standards and provides feedback to students, faculty, and other stakeholders for the purposes of continuous improvement.


Optional Standards
Digital Learning
Sustainable development
Basic Standards
1. CDIO as context
2. CDIO learning outcomes
3. Integrated curriculum
4. Introduction to :
5. Design-implement experiences
6. Engineering workspaces
7. Integrated Learning experience
8. Active Learning
9. Enhancement of faculty competence
10. Enhancement of faculty teaching competence
11. Learning Assessment
12. Program Evaluation
Engineering Entrepreneurship
Research-integrated education
Internationalization & mobility
Workplace & Community Integration
Simulation-driven mathematics

Optional Standards

Standard 1 – Digital Learning Standard

A program that employs digital learning technology to enhance the student learning experience as well as teaching effectiveness.

Standard 2 – Engineering entrepreneurship standard

A curriculum that is permeated with entrepreneurial learning experiences. Entrepreneurial competence is developed through entrepreneurship learning activities (e.g. by students performing value creation projects in the community), by learning about entrepreneurship (e.g., marketing, intellectual property rights), by learning in entrepreneurial settings (e.g., student incubators or student-run companies) and learning for entrepreneurship (e.g. business model creation tools).

Standard 3 – Internationalization & mobility standard

Program Internationalization and Mobility encourages and recognizes organizational commitment, which prepares engineers for a global environment and to expose them to a rich set of international experiences and contexts during their studies. It represents the exposure, promotion, facilitation, opportunity and scholarship of an internationalized curriculum, qualifications and international mobility of students.

Standard 4 – Simulation-based mathematics standard

Basic mathematics courses mix the learning of mathematical lemmas and methods with direct practice of numerical program solving, aided by mathematical software. Mathematics courses teach programming of algorithms for equation solving.

Standard 5 – Research-integrated education standard

A program that includes contact with research, such as research-tutored, research-based or research-oriented learning experiences (Healey, 2005). In hands-on open-ended experimental activities, students are provided with access to a laboratory with appropriate equipment to investigate problems, processes or phenomena.

Standard 6 – Workplace and community integration standard

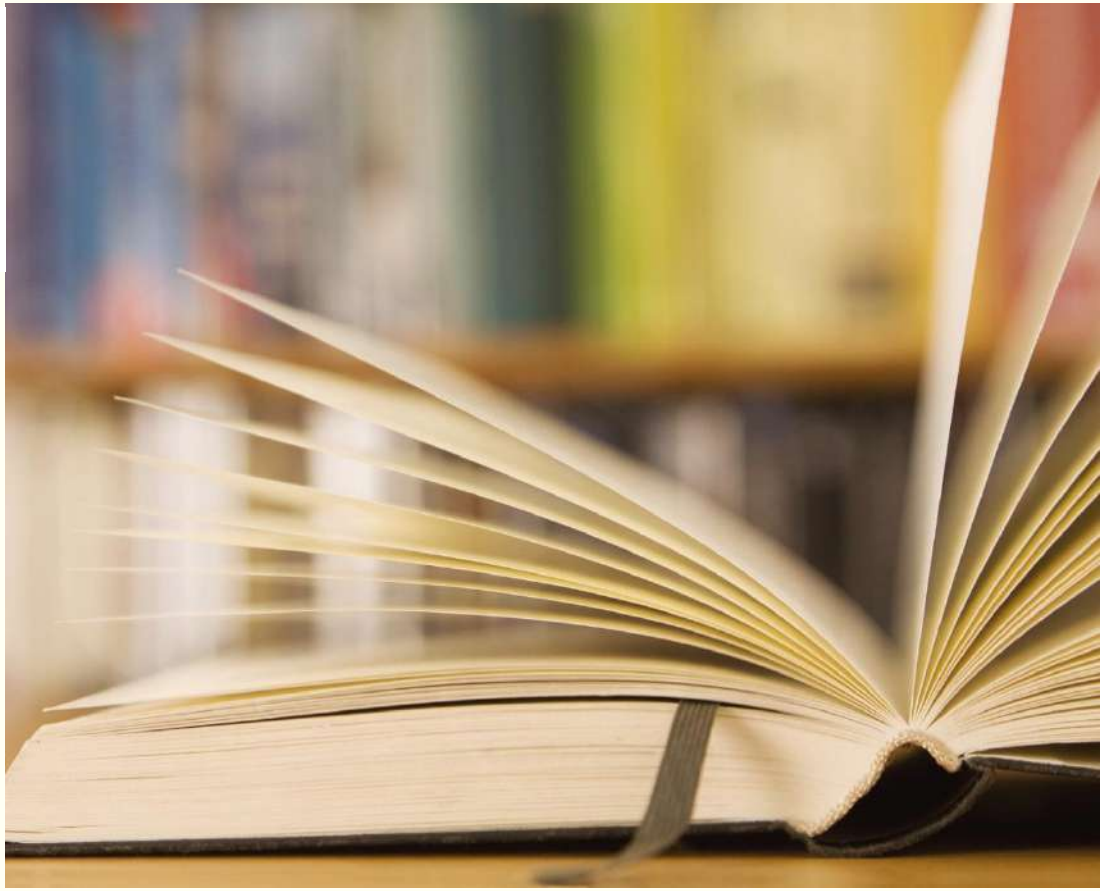
A curriculum that is permeated with learning experiences in which students address real and open-ended problems in workplace or community contexts, interacting with relevant stakeholder groups.

Standard 7 – Sustainable development standard

The curriculum features sustainability learning experiences on basic as well as advanced level. Sustainability is addressed both in dedicated course(s) and as integrated learning experiences included in disciplinary courses and projects. The curriculum offers opportunities for students to specialize in sustainable development on the advanced (master) level.

The British Experience with the Transnational Higher Education (TNE)

Rethinking Education for a Prosperous and Sustainable Future Forum in Collaboration with The World Bank Group Kuwait 25-05-2022



Definition of Transnational Higher Education (TNE)

- The definition used by The Quality Assurance Agency for Higher Education (QAA) for the purposes of the Quality Evaluation and Enhancement of UK Transnational Higher Education (TNE) is:

The delivery of higher education level awards by recognised UK degree-awarding bodies in a country, or to students, other than where the awarding provider is based.

- This definition is based on the widely accepted broad definition of TNE that was agreed by UNESCO and the Council of Europe in 2001, narrowing it to the awards of UK degree awarding bodies:

'All types of higher education study programmes, or sets of courses of study, or educational services (including those of distance education) in which the learners are located in a country different from the one where the awarding institution is based. Such programmes may belong to the education system of a State different from the State in which it operates or may operate independently of any national education system.'

Transnational Higher Education (TNE)

- TNE offers students worldwide the chance to access UK degrees closer to where they live, and it is an important component of UK degree-awarding providers' global engagement. In 2019-2020, **156 UK providers** had students on TNE programmes, accounting for **453,390 students** studying for UK awards through transnational provision, including through open and distance learning.

- TNE is important for UK higher education providers, and its strategic value is recognised by the **UK's Department for International Trade**, and by the departments responsible for higher education in each of the UK's home nations.

Transnational Higher Education (TNE)

- A report from the Department for Education in December 2020 stated that '**UK revenue** from education-related exports (i.e., Total education exports) and transnational education activity increased to **£23.3 billion in 2018**, an increase of 8.9% since 2017 and 46.7% since 2010', and that '**higher education** accounts for **69%** of the total revenue of education related exports and TNE activity'.

UK Revenue from Education Related Exports and Transnational Education (TNE) Activity

- Figure 1 shows the increase in education related exports and TNE activity to £23.3 billion in 2018. The value of education related exports and TNE activity has grown steadily since 2010. The overall value has increased by 46.7%, or £7.4 billion since 2010.

- Education related exports account for £6.4 billion of the £7.4 billion increase, and TNE accounts for £1.0 billion of the increase.

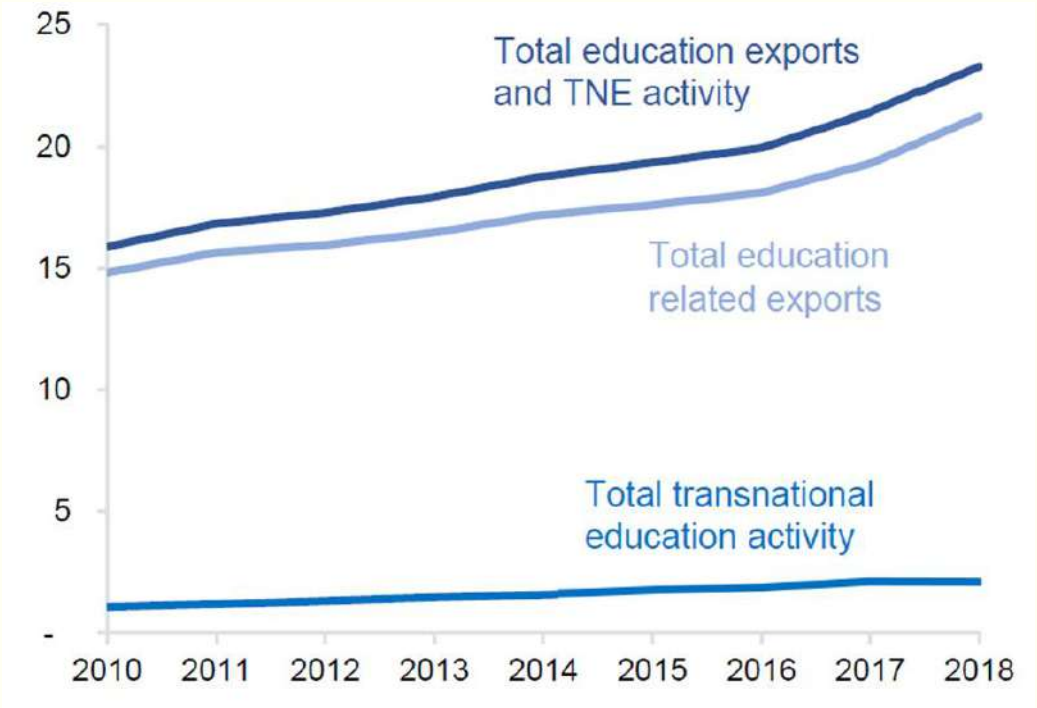


Figure 1: UK revenue from education related exports and transnational education (TNE) activities (£billions and current prices)

UK Revenue from Education Related Exports and Transnational Education (TNE) Activity

- Since 2010, total education related exports have grown by **43.3%** in current prices (*Exports are transactions between UK residents and non-residents, the non-residents travel to the UK to procure their education-related services from a UK-based organisation*). TNE activity has grown at a significantly faster rate of **92.3%** over the same period. However, this growth (TNE) has occurred from a lower base.

- The following Table 1 shows the annual rate of change in estimates of education related exports since 2010. Between 2017 and 2018 total education exports and TNE activity grew by **8.9%**, 1.7% points higher than the rate of growth seen between 2016 and 2017. This reflects the higher growth rate in **total** education related exports which grew at **10.0%** between 2017 and 2018, compared to 6.7% in the previous year.

Table 1: Annual percentage change in education related exports and TNE activity 2010-2018

	% Change 2010 to 2011	% Change 2011 to 2012	% Change 2012 to 2013	% Change 2013 to 2014	% Change 2014 to 2015	% Change 2015 to 2016	% Change 2016 to 2017	% Change 2017 to 2018
Total education related exports	5.6	2	3.2	4.4	2.4	2.8	6.7	10 (£21.2 billion)
Total transnational education activity	10.9	11.8	10.7	7.5	9.6	6.9	12.3	-0.8 (£2.1 billion)
Total education exports and TNE activity	6	2.7	3.8	4.7	3	3.1	7.2	8.9

+1.7 %

- Total education related exports were estimated to be £21.2 billion in 2018 and have increased by **43.3%** since 2010.
- TNE activity was estimated to be £2.1 billion in 2018 and has grown by **92.3%** since 2010, *albeit* from a lower base.

Table 2: Percentage change between 2010 and 2018 in revenue streams of Education Related Exports and Transnational Education Activity

	£ Million current prices to nearest £10 Million, calendar years			
1. Higher Education - HEIs	2010	2018	Change 2010-2018	% Change 2010-2018
Non-EU students				
Fee income	2,700	5,450	+2,746	+102%
Living expenditure	3,860	5,470	+1,602	+41%
(Scholarships awarded)	(40)	80	+42	+101%
EU students				
Fee income	350	1,150	+797	+228%
Living expenditure	1,580	2,160	+576	+36%
Incoming Erasmus students (living expenditure)	260	440	+184	+71%
(Cost to Govt of tuition fee loans)	(50)	370	+321	+665%
Other				
Research and other contracts	760	1,500	+740	+97%
Other (e.g., IP income)	100	270	+166	+163%
Total	**9,530**	**15,970**	**+6,447**	**+68%**

Table 2: Percentage change between 2010 and 2018 in revenue streams of Education Related Exports and Transnational Education Activity

£ Million current prices to nearest £10 Million, calendar years				
	2010	2018	Change 2010-2018	% Change 2010-2018
2. Further Education (Non-EU only)				
Fee Income	230	100	-130	-56%
Living costs	650	180	-467	-72%
Other income	40	40	+6	+15%
Total	920	330	-591	-64%
3. Independent schools	630	1,020	+396	+63%
4. English Language Training	2,230	1,790	-441	-20%

Table 2: Percentage change between 2010 and 2018 in revenue streams of Education Related Exports and Transnational Education Activity

£ Million current prices to nearest £10 Million, calendar years				
	2010	2018	Change 2010-2018	% Change 2010-2018
5. Education Products and Services				
Qualification awarding bodies	140	320	+175	+123%
Education-related publishing	870	950	+77	+9%
Education-related equipment	480	850	+362	+75%
Education-related broadcasting	10	10	-7	-53%
Total	1,510	2,110	+607	+40%
Total Education Related Exports	14,810	21,220	+6,418	+43%

Table 2: Percentage change between 2010 and 2018 in revenue streams of Education Related Exports and Transnational Education Activity

£ Million current prices to nearest £10 Million, calendar years				
	2010	2018	Change 2010-2018	% Change 2010-2018
Transnational Education				
Higher Education	350	650	+300	+85%
Further Education	30	30	+4	+16%
Schools	610	1,260	+646	+106%
English Language Training	80	120	+38	+47%
Total Transnational Education Activity	**1,070**	**2,060**	**+989**	**+92%**

Table 2: Percentage change between 2010 and 2018 in revenue streams of Education Related Exports and Transnational Education Activity

	£ Million current prices to nearest £10 Million, calendar years			
	2010	2018	Change 2010-2018	% Change 2010-2018
Total Education Exports and TNE Activity	15,880	23,280	+7,407	+47%
Totals will not necessarily equal the sum of the parts due to rounding of numbers				

Share of Education Related Exports and TNE by value of revenue stream

- Figure 2 shows the composition of revenue streams in total education related exports, and TNE activity in 2018. Higher Education accounts for the largest share of revenue from education related exports and TNE activity. Higher Education Institutions contributed **£16.0 billion** (69%) of the total value.
- English Language Training, and Independent Schools generated £1.8 billion and £1.0 billion, respectively.
- The revenue from other stages of education such as Further Education and Schools is comparably smaller at £0.3 billion and £1.0 billion, respectively.
- The income generated from Education Products and Services (Education related publishing, and Education related equipment) and TNE activity is broadly similar (£2.1 billion).

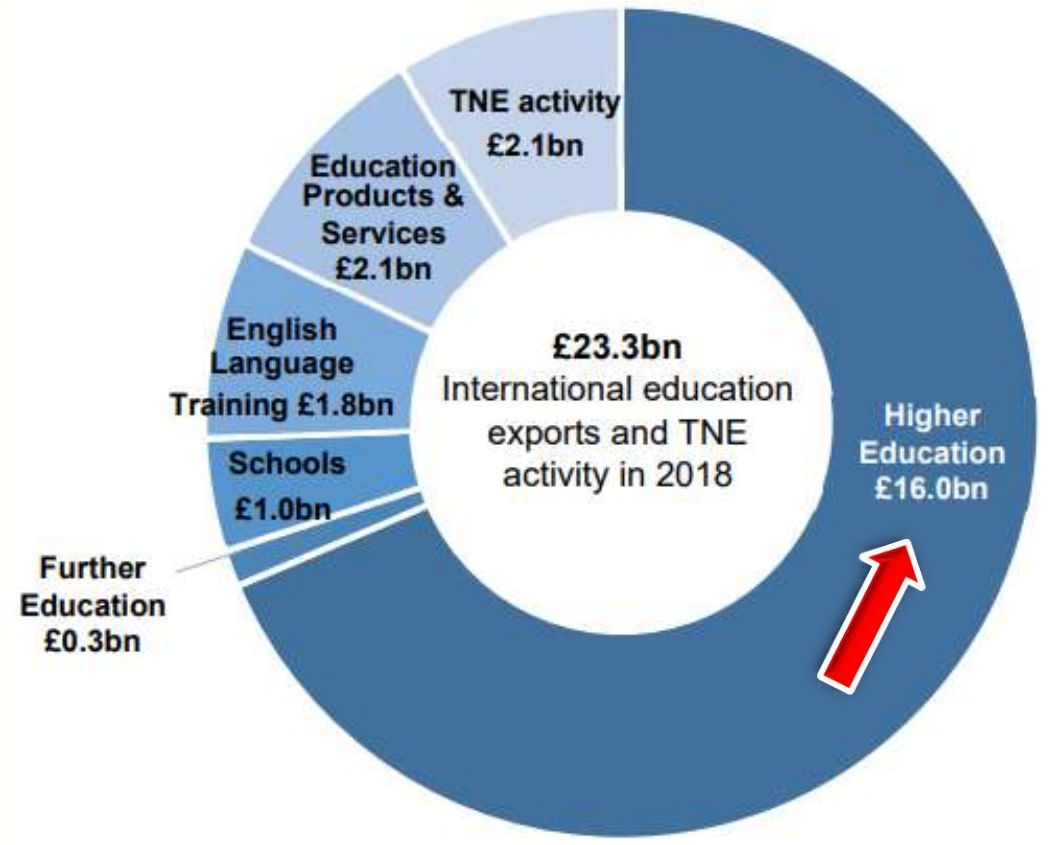


Figure 2: UK Share by revenue stream of education related exports and repatriated income from transnational education activities, 2018 (£ billions in current prices)

UK revenue from Education Related Exports and Transnational Education Activity

- The following Table 3 sets out the components of each revenue stream between 2010 and 2018. It shows that, in 2018, EU and non-EU Higher Education students at UK universities generated an estimated **£14.2 billion*** in exports through living expenditure and tuition fees, which accounts for around 61% of the total value of education exports and TNE activity.

- **EU and non-EU students generated £3.4 billion and £10.8 billion respectively, minus the cost of scholarships awarded and cost to Government of tuition fee loans.*

Table 3: UK revenue from Education Related Exports and Transnational Education Activity

	£ Million current prices to nearest £10 Million, calendar years								
	2010	2011	2012	2013	2014	2015	2016	2017	2018
1. Higher Education – HEIs									
Non-EU students									
Fee income	2,700	3,040	3,340	3,650	4,000	4,300	4,530	4,840	5,450
Living expenditure	3,860	4,140	4,270	4,380	4,550	4,600	4,670	4,910	5,470
(Scholarships awarded) *subtracted figures*	(40)	(40)	(40)	(40)	(40)	(50)	(60)	(60)	(80)
EU students									
Fee income	350	380	430	530	630	700	840	1,050	1,150
Living expenditure	1,580	1,680	1,710	1,680	1,700	1,730	1,820	1,980	2,160
Incoming Erasmus students (living expenditure)	260	280	310	330	340	380	390	420	440
(Cost to Govt of tuition fee loans)	(50)	(50)	(60)	(80)	(100)	(150)	(260)	(330)	(370)
Other									
Research and other contracts	760	840	970	1,100	1,190	1,250	1,310	1,390	1,500
Other (e.g., IP income)	100	110	120	140	170	190	210	230	270
Total	9,530	10,390	11,040	11,690	12,440	12,940	13,440	14,420	15,970

Table 3: UK revenue from Education Related Exports and Transnational Education Activity

	£ Million current prices to nearest £10 Million, calendar years								
	2010	2011	2012	2013	2014	2015	2016	2017	2018
2. Further Education (Non-EU only)									
Fee Income	230	260	160	130	110	90	90	90	100
Living costs	650	720	450	260	210	190	170	170	180
Other income	40	40	40	40	40	40	40	40	40
Total	920	1,020	650	420	360	320	300	310	330
3. Independent schools	630	700	760	760	800	900	930	970	1,020
4. English Language Training	2,230	2,000	1,890	1,860	1,820	1,650	1,550	1,570	1,790

Table 3: UK revenue from Education Related Exports and Transnational Education Activity

	£ Million current prices to nearest £10 Million, calendar years								
	2010	2011	2012	2013	2014	2015	2016	2017	2018
5. Education Products and Services									
Qualification awarding bodies	140	160	180	210	230	250	270	290	320
Education-related publishing	870	860	860	940	940	920	950	1,020	950
Education-related equipment	480	510	560	560	580	610	660	740	850
Education-related broadcasting	10	10	20	20	20	10	10	10	10
Total	1,510	1,540	1,610	1,730	1,770	1,790	1,880	2,050	2,110
Total Education Related Exports	14,810	15,640	15,950	16,460	17,190	17,600	18,090	19,300	21,220

Table 3: UK revenue from Education Related Exports and Transnational Education Activity

	£ Million current prices to nearest £10 Million, calendar years								
	2010	2011	2012	2013	2014	2015	2016	2017	2018
6. Transnational Education									
Higher Education	350	400	470	510	550	580	610	640	650
Further Education	30	30	30	30	30	30	30	30	30
Schools	610	670	730	830	900	1,010	1,100	1,290	1,260
English Language Training	80	90	90	100	100	100	110	120	120
Total Transnational Education Activity	1,070	1,190	1,330	1,470	1,580	1,730	1,850	2,080	2,060

	£ Million current prices to nearest £10 Million, calendar years								
	2010	2011	2012	2013	2014	2015	2016	2017	2018
Total Education Exports and TNE Activity	15,880	16,830	17,280	17,930	18,770	19,330	19,940	21,380	23,280

Totals will not necessarily equal the sum of the parts due to rounding of numbers

UK revenue during the period 2010 to 2018 from the total value of Education Related Exports, TNE Activity, English Language Training (ELT) and Further Education

- Over the period 2010 to 2018 the share of Higher Education to the total value of education related exports and TNE activity has increased by **9%** points from 60% to 69%. TNE activity has increased by 2% point over the same period from 7% to 9% (See the following Table 4).

- The share of English Language Training (ELT) and Further Education (non-EU students) have both fallen by 6% and 5% points, respectively: the ELT share dropping from 14% to 8% and the Further Education share dropping from 6% to 1%.

Table 4: Share by revenue stream of Total Education Related Exports and Transnational Education Activity from 2010 to 2018

	% Share of total education exports and TNE activity								
	2010	2011	2012	2013	2014	2015	2016	2017	2018
Higher Education - HEIs	60%	62%	64%	65%	66%	67%	67%	67%	69%
Further Education (Non-EU only)	6%	6%	4%	2%	2%	2%	2%	1%	1%
Independent schools	4%	4%	4%	4%	4%	5%	5%	5%	4%
English Language Training	14%	12%	11%	10%	10%	9%	8%	7%	8%
Education Products and Services	9%	9%	9%	10%	9%	9%	9%	10%	9%
Transnational Education	7%	7%	8%	8%	8%	9%	9%	10%	9%
	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total value education exports and transnational education activity	£15.88 bn	£16.83 bn	£17.28 bn	£17.93 bn	£18.77 bn	£19.33 bn	£19.94 bn	£21.38 bn	£23.28 bn

Totals will not necessarily equal the sum of the parts due to rounding of numbers

Conclusion

1

Higher education policy and regulation in the UK is devolved to the four nations of the UK.

Oversight of quality arrangements or statutory regulation in the four nations in UK sits with the Office for Students in England, the Department for the Economy in Northern Ireland, the Scottish Funding Council, and the Higher Education Funding Council for Wales. Each funder or regulator receives advice from QAA through QAA'S independent assessments and evaluations of institutions.

2

The method for the quality evaluation and enhancement of UK transnational education was commissioned by Universities UK (UUK) and GuildHE.

It has been shaped through consultation with stakeholders in the higher education sector in the UK and worldwide.

3

TNE contributes to the UK's soft power and influence, the importance of which was highlighted in the Government's International Education Strategy and reciprocally supports the same agendas in host countries.

TNE helps nations and individuals around the world to achieve their ambitions and aspirations, creating strong mutual benefits.

4

Higher Education accounts for the largest share of revenue from education related exports and TNE activity.

Higher Education Institutions contributed £16.0 billion (69%) of the total value. The revenue from other stages of education such as Further Education and Schools is comparably smaller at £0.3 billion and £1.0 billion, respectively.

UPDATE: Latest UK revenue from education related exports and TNE Activity 2010-2019 published on 22 April 2022 revealed the following:

		Revenue (in billions, current prices to nearest £10 million, calendar years)									
		2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
EU students	Fee income	£0.35	£0.38	£0.43	£0.53	£0.63	£0.70	£0.84	£1.05	£1.13	£1.20
	Incoming Erasmus students (living expenditure)	£0.26	£0.28	£0.31	£0.33	£0.34	£0.38	£0.39	£0.42	£0.44	£0.43
	Living expenditure	£1.58	£1.68	£1.71	£1.68	£1.70	£1.73	£1.82	£1.98	£2.16	£2.23
	(RAB charge)*	-£0.05	-£0.05	-£0.06	-£0.08	-£0.10	-£0.15	-£0.26	-£0.33	-£0.37	-£0.42
Non-EU students	Fee income	£2.70	£3.04	£3.34	£3.65	£4.00	£4.30	£4.53	£4.84	£5.43	£6.22
	Living expenditure	£3.86	£4.14	£4.27	£4.38	£4.55	£4.60	£4.67	£4.91	£5.47	£6.16
	(Scholarship awarded)	-£0.04	-£0.04	-£0.04	-£0.04	-£0.04	-£0.05	-£0.06	-£0.06	-£0.08	-£0.08
Other	Research and other contracts	£0.76	£0.84	£0.97	£1.10	£1.19	£1.25	£1.31	£1.39	£1.50	£1.55
	Other (e.g., IP income)**	£0.10	£0.11	£0.12	£0.14	£0.17	£0.19	£0.21	£0.23	£0.27	£0.31

*The Resource Accounting and Budgeting (RAB) charge is the estimated cost to Government of borrowing to support the student finance system. It is based on future loan write-offs and interest subsidies in net present value terms. For convenience, these costs are expressed as a proportion of the initial loan outlay.

**IP Revenue means revenue related to the commercialisation and exploitation of intellectual property such as licensing fees, royalties, and other types of revenue sharing arrangements (excluding those made pursuant to the University's Intellectual Property Policy).

THANK YOU…

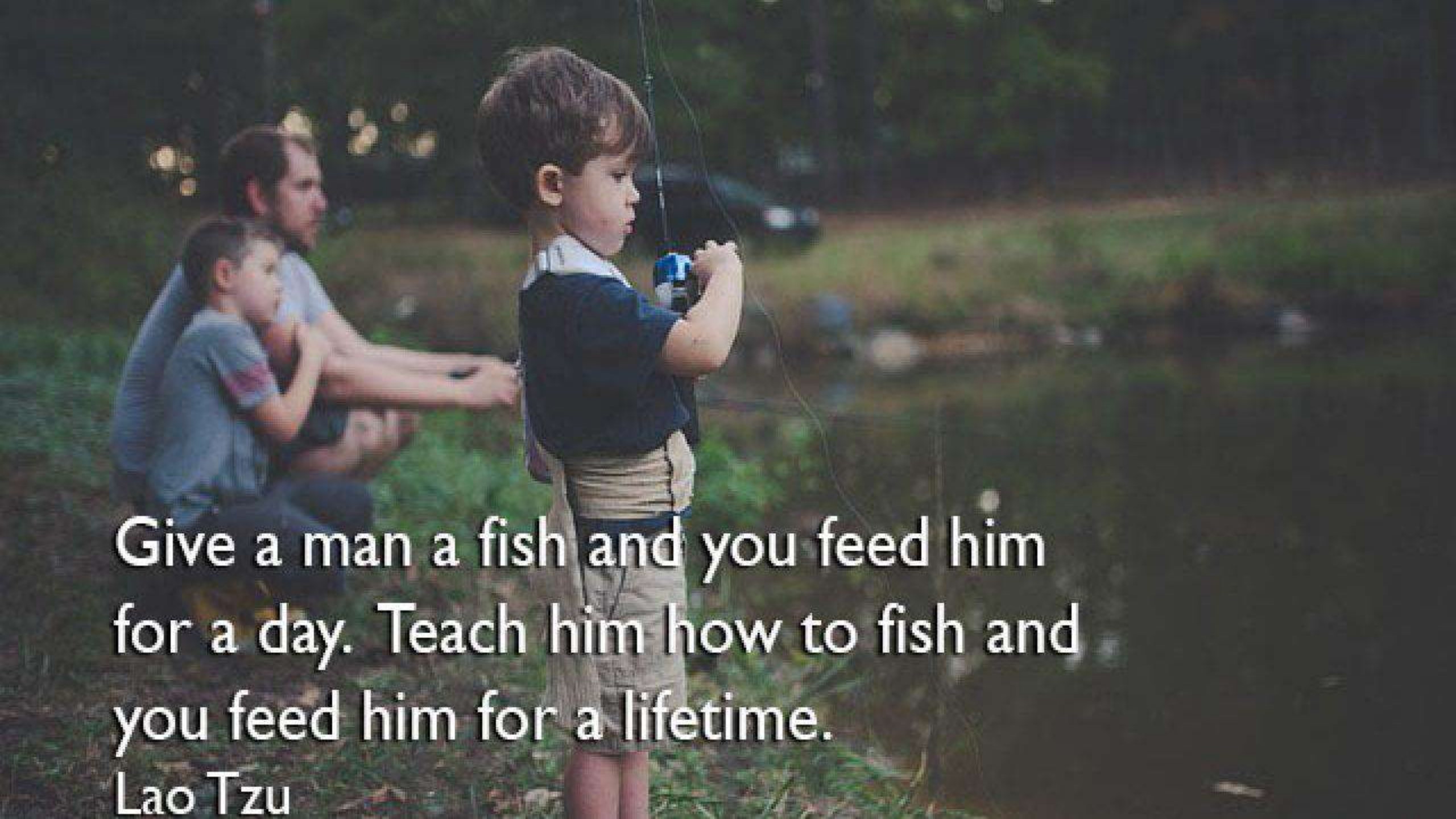
PROF. ADI ARIDA
UNIVERSITY OF FUJAIRAH (UOF)
UNITED ARAB EMIRATES

التعليم في ظل اقتصاد مبني على المعرفة

الانتقال من التعليم الإيداعي إلى التعليم الإبداعي

د خالد مهدي - الأمين العام – الأمانة العامة للمجلس الأعلى للتخطيط و التنمية

مايو 2022


Give a man a fish and you feed him for a day. Teach him how to fish and you feed him for a lifetime.
Lao Tzu

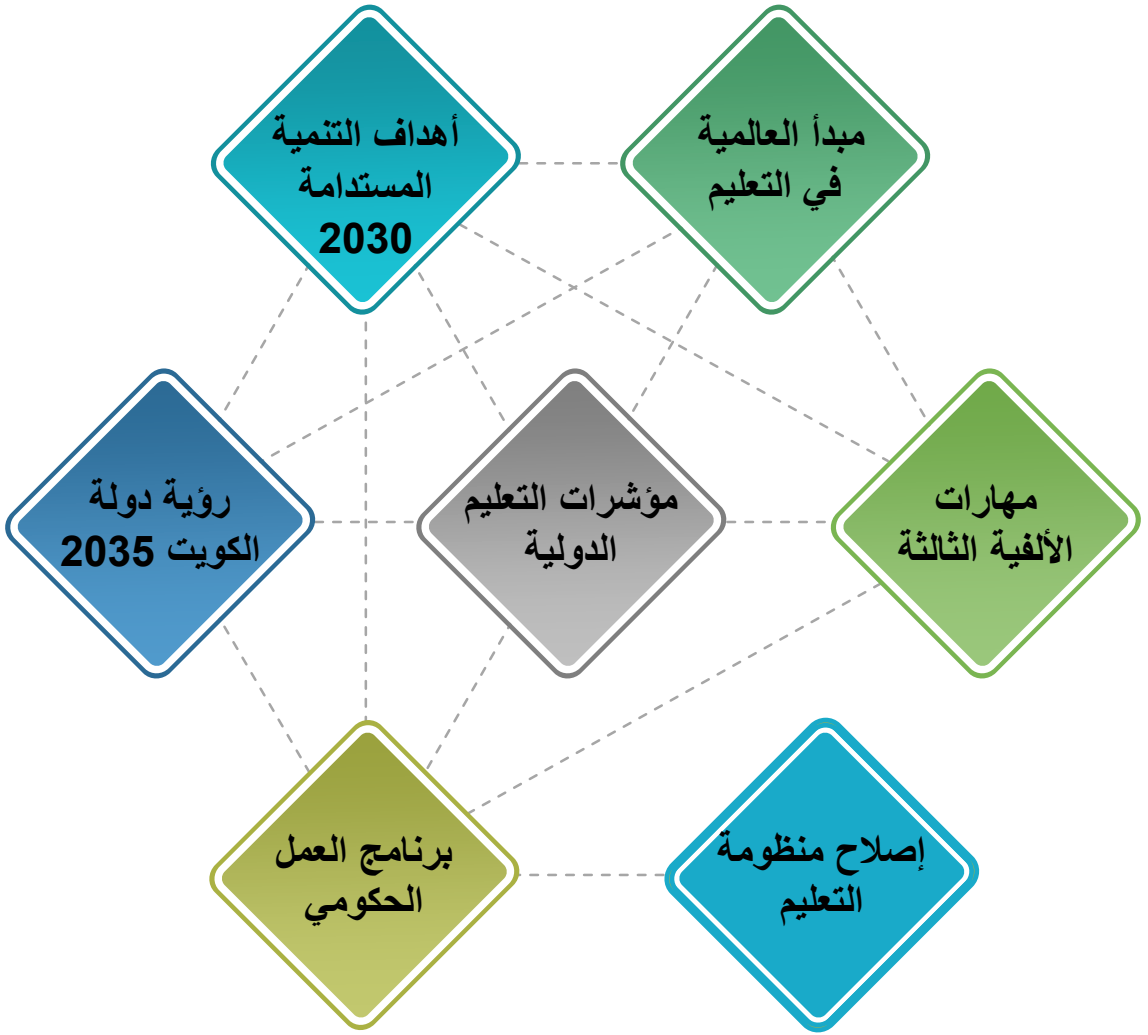
الأساس المرجعي لبناء مستقبل التعليم

رؤية الكويت 2035

تكمن أهمية إصلاح منظومة التعليم كونه رافدا رئيسا للارتقاء بالرأس المال البشري ودعم عملية الإصلاح الاقتصادي، وتنظيم سوق العمل وتغذيته بالمخرجات التعليمية التي تتسق ومتطلبات الألفية الثالثة ومهارات الثورة الصناعية الرابعة، وهذا يتطلب فكرا معاصرا يبدأ من التعلم المبكر حتى التعليم مدى الحياة، ليكون التعليم ثقافة مجتمعية أكثر من كونه التزام حكومي بتقديم الخدمات التعليمية. فالتعليم هو مصدر معرفة الأمم، والمعرفة هي الثروة المستدامة والمخزون الاستراتيجي في القرن الحادي والعشرين، مما وضع الدول أمام خط المواجهة مع مستقبل التعليم في الألفية الثالثة.

التعليم في دولة الكويت
الأساس المرجعي لبناء مستقبل التعليم

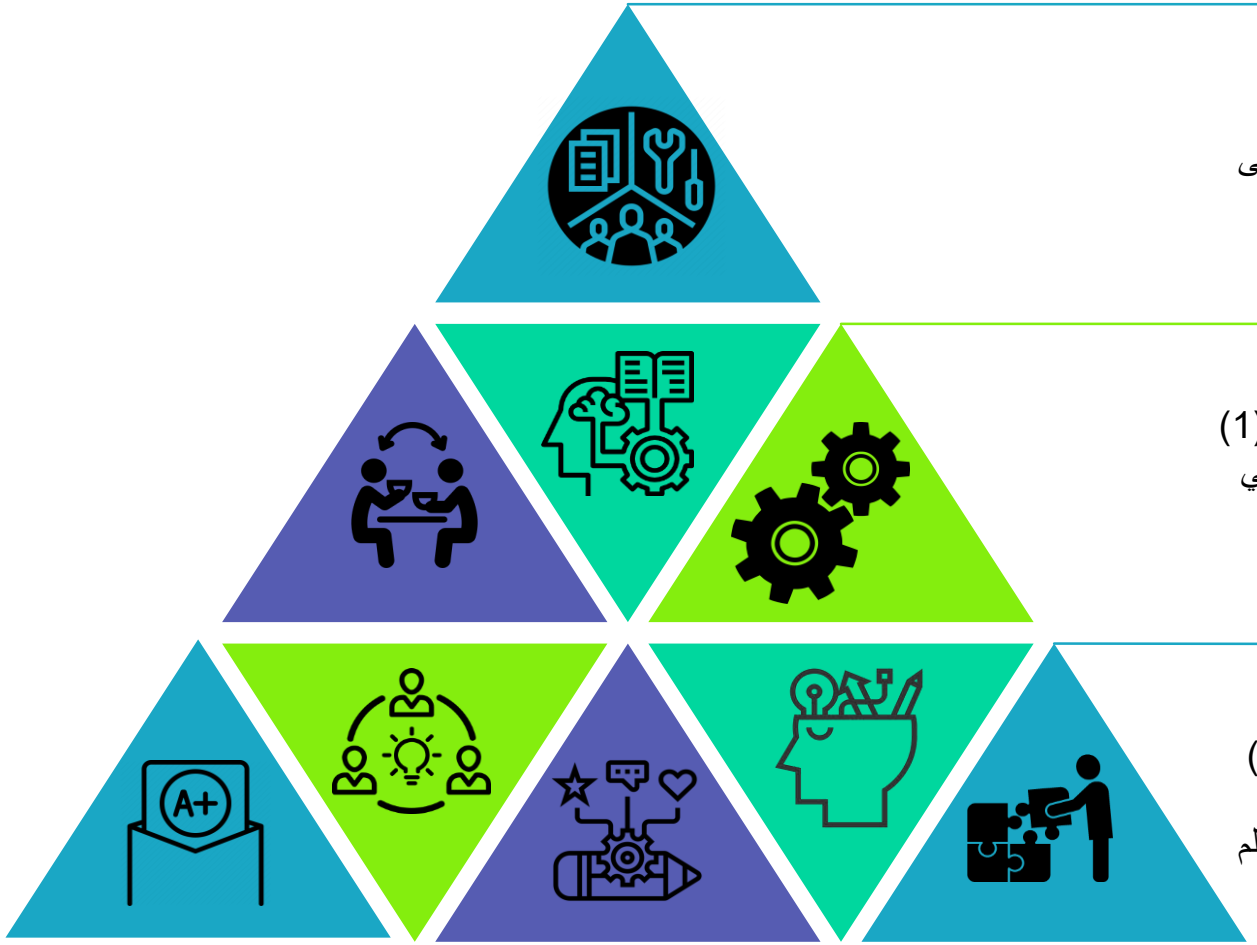
- إن إصلاح المنظومة التعليمية يتطلب نظرة استشرافية نحو الاندماج العالمي والمواءمة مع مهارات القرن الحادي والعشرين، لضمان تحسين جودة المخرجات العالمية.
- يعد الاستثمار البشري أحد الركائز الرئيسة لتحقيق رؤية دولة الكويت 2035 للتحول إلى مركز مالي وتجاري، مما يستلزم إعادة النظر في المنظومة التعليمية واستراتيجية التعليم العام 2005-2025 وفقا لمتطلبات الألفية الثالثة ومبدأ العالمية في التعليم وأهداف التنمية المستدامة 2030 لضمان تطوير العملية التعليمية.
- ينظر إلى الاستثمار البشري على أنه ضرورة استراتيجية لضمان استدامة جودة رأس المال البشري الذي يعول عليه لقيادة مستقبل الدولة في الألفية الثالثة.



الرؤية و التوجهات الاستراتيجية

رؤية تعليمية

طالب ذو حاصل تعلم و معرفة و مهارات مواءمة لأسواق العمل العالمية في ظل الثورة الصناعية الرابعة



أسواق العمل

المواءمة بين مخرجات التعليم ومتطلبات أسواق العمل المستقبلية والتي تعتمد كليا على المهارات الرقمية والتكنولوجية والمعرفية

حاصل المعرفة

جودة حاصل المعرفة التراكمي من حيث (1) القابلية المعرفية (2) مهارات البحث العلمي (3) الخبرات العملية المكتسبة

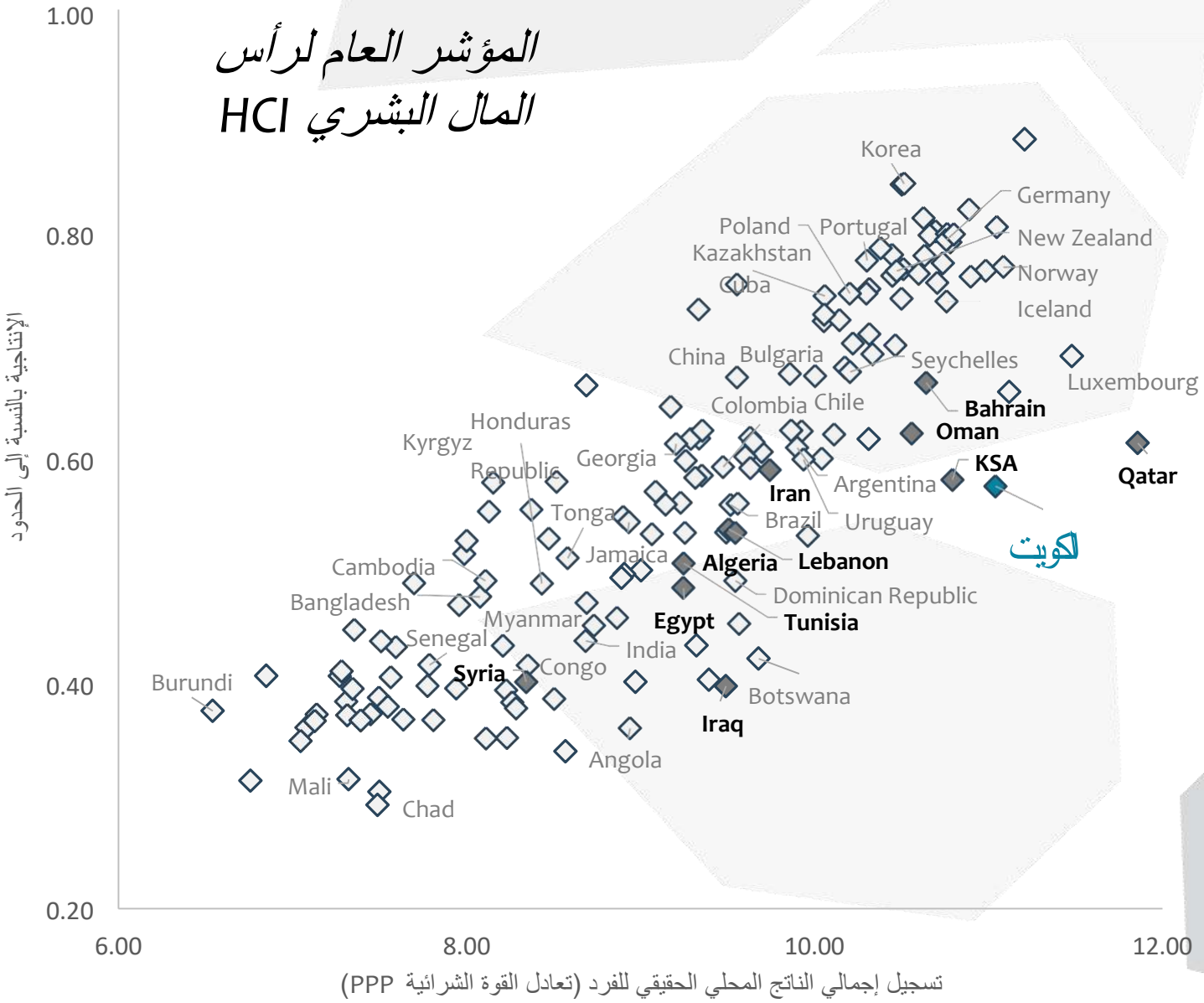
حاصل التعلم

جودة حاصل التعلم التراكمي من حيث (1) الانسجام والتكيف مع التعلم المعاصر (2) مهارات التعلم (3) التنوع في مصادر التعلم (4) العمل الجماعي (5) التحصيل العلمي

مؤشرات تقييم الوضع الحالي

الوضع الحالي

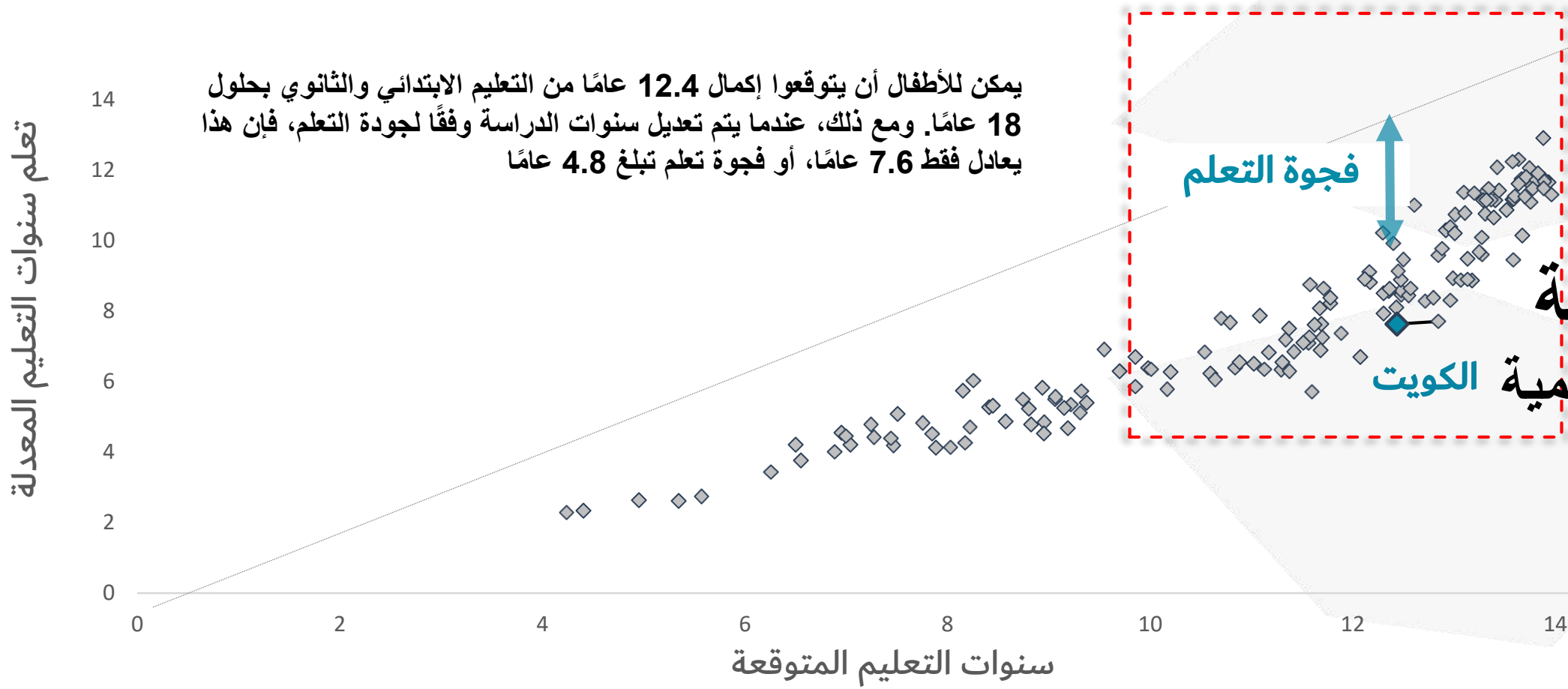
بسبب نتائج التعليم المنخفضة هذه، سيبلغ الطفل المولود اليوم الكويت إلى 58٪ فقط من إمكاناته الإنتاجية كبالغ في سوق العمل



المصدر: مؤشرات التنمية العالمية للبنك الدولي ، مشروع رأس المال البشري

التعليم في دولة الكويت
المؤشرات التعليمية

يمكن للأطفال أن يتوقعوا إكمال 12.4 عامًا من التعليم الابتدائي والثانوي بحلول 18 عامًا. ومع ذلك، عندما يتم تعديل سنوات الدراسة وفقًا لجودة التعلم، فإن هذا يعادل فقط 7.6 عامًا، أو فجوة تعلم تبلغ 4.8 عامًا

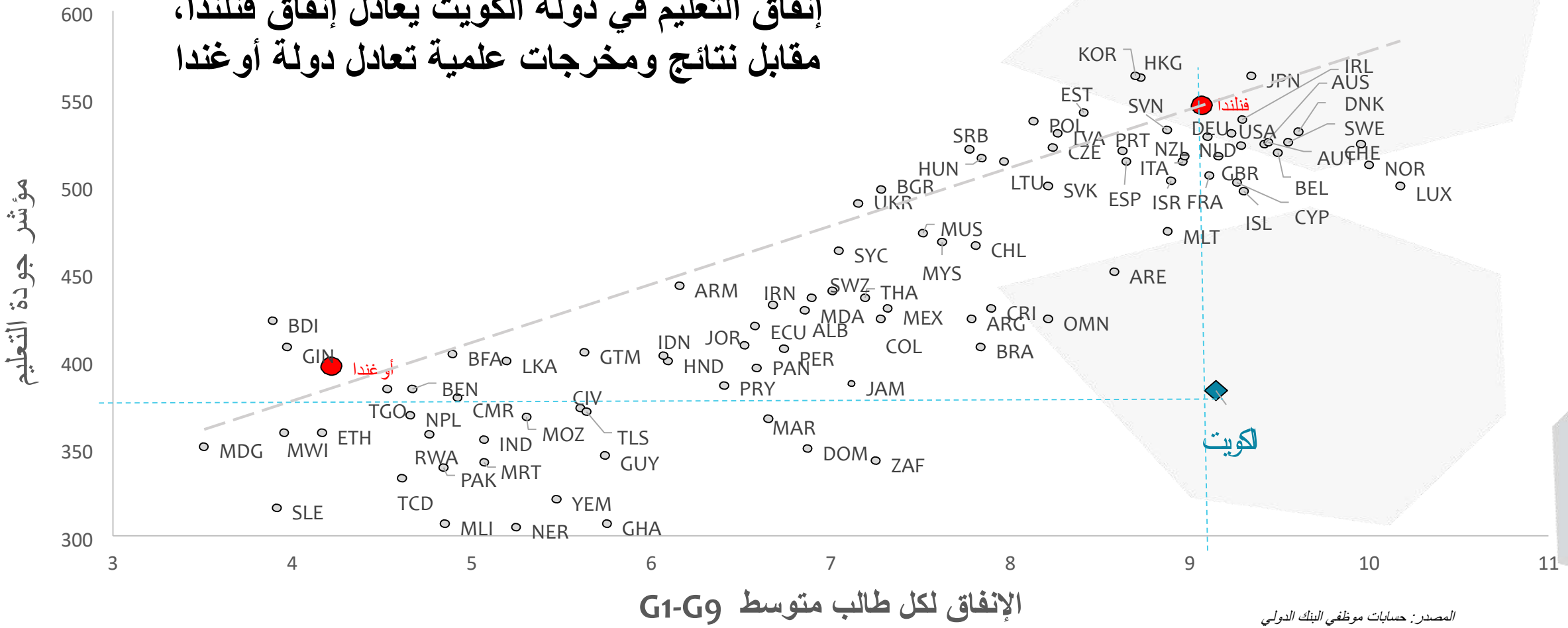


4.8 سنة
الفجوة التعليمية

المصدر: مؤشرات التنمية العالمية للبنك الدولي ، مشروع رأس المال البشري

التعليم في دولة الكويت
المؤشرات التعليمية

إنفاق التعليم في دولة الكويت يعادل إنفاق فنلندا، مقابل نتائج ومخرجات علمية تعادل دولة أوغندا



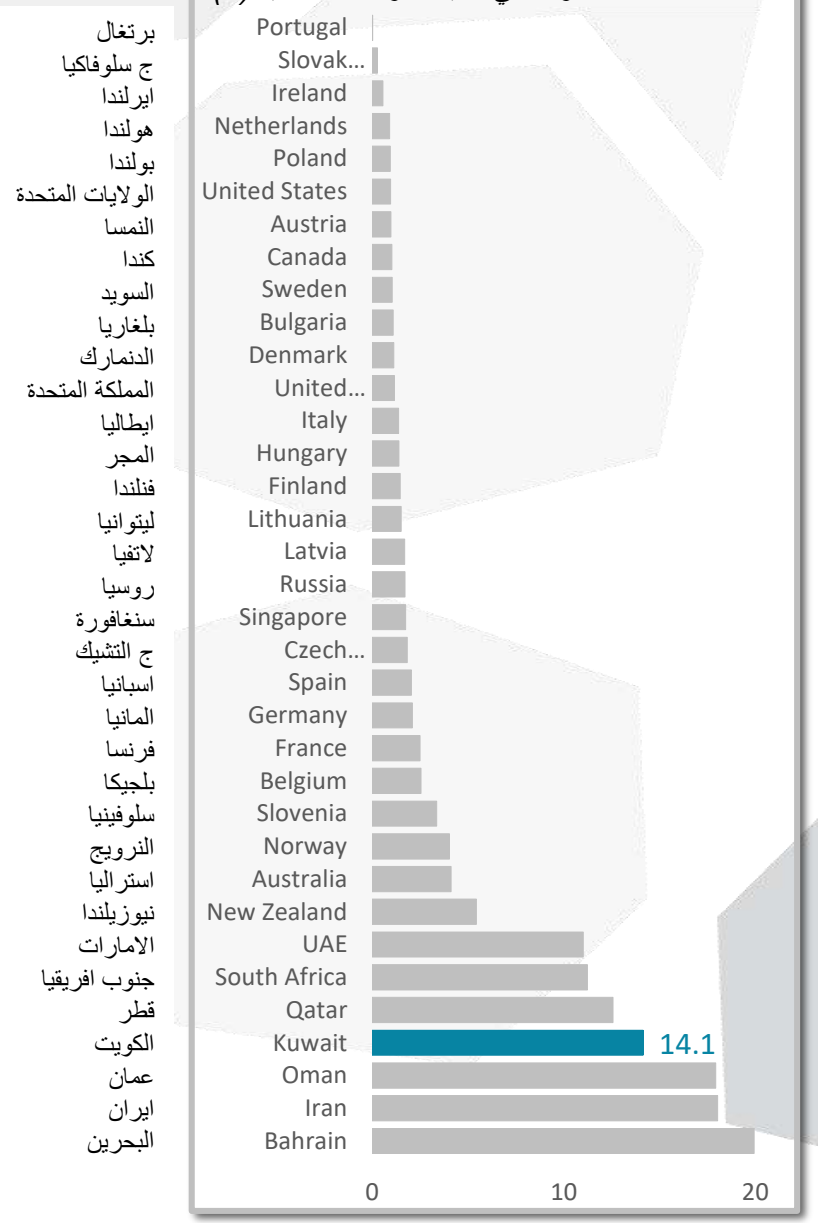
المصدر: حسابات موظفي البنك الدولي

فقر التعلم: نصيب الأطفال في نهاية المرحلة الابتدائية دون الحد الأدنى من إجادة القراءة المعدلة من قبل الأطفال خارج المدرسة

نسبه مئويه (٪)

فقر التعلم في الكويت: 51٪ من الأطفال غير قادرين على قراءة وفهم النص البسيط

الفجوة بين الجنسين في الحد الأدنى من إجادة القراءة في نهاية المرحلة الابتدائية (٪)

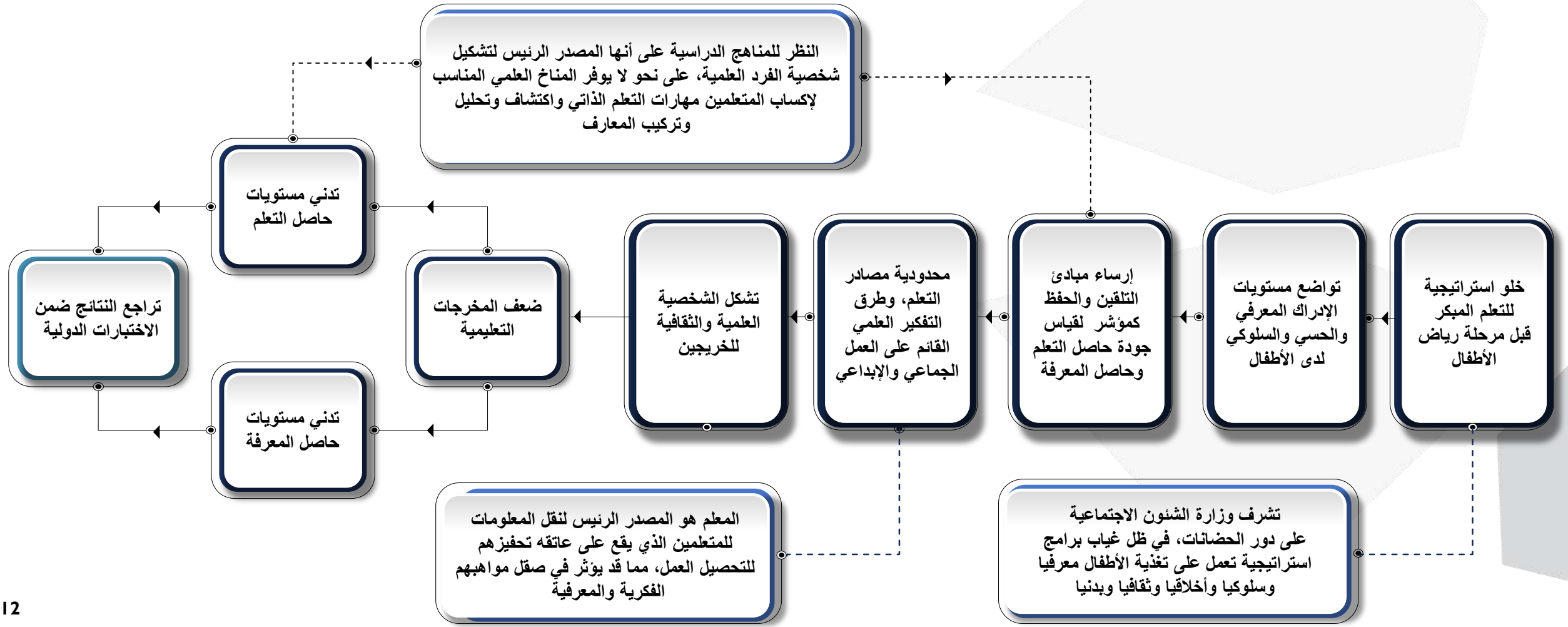


مصدر البيانات: مؤشرات التنمية العالمية للبنك الدولي ؛ ومؤشرات تعليم اليونسكو UNESCO

التحديات والفجوات التعليمية

تحليل الوضع الخالي

التعليم في دولة الكويت
الواقع الحالي للمنظومة التعليمية



التعليم في دولة الكويت
التحديات والفجوات أمام تطور التعليم

- يواجه نظام التعليم في دولة الكويت جملة من التداخلات النوعية التي تؤثر في جهود إصلاح المنظومة التعليمية، كما هو مبين في الشكل المقابل.

التحديات التعليمية

تمثل البيئة الداخلية بشأن هيكلة القطاع التعليمي والنظم والمناخ التعليمي والإدارة المدرسية والمناهج الدراسية

الفجوات التعليمية

تمثل البيئة الخارجية بشأن الفجوات بين المخرجات التعليمية مقارنة بالعالمية، علاوة على ضعف وتيرة الاندماج العالمي وتحقيق مهارات الألفية الثالثة

الحوكمة التعليمية

غياب الحوكمة التعليمية أدى إلى تباطؤ جهود إصلاح المنظومة التعليمية عبر الفصل بين صناع السياسات التعليمية والجهات المنفذة والمراقبة والمتابعة

التعليم في دولة الكويت
التحديات والفجوات أمام تطور التعليم

التحديات التعليمية أمام تطور التعليم في دولة الكويت

01

الهيئة التعليمية

التدني العام لأداء المعلمين على نحو يؤثر في درجة التحصيل العلمي للطلبة والطالبات

02

المناهج الدراسية

تركيز المناهج الدراسية على مهارات التلقين والحفظ والاسترجاع أكثر من مهارات الألفية الثالثة القائمة على التحليل الفكري والعلمي والنقدي

03

البيئة المدرسية

بيئة غير جاذبة تخلو من المراكز التي تساعد على صقل المهارات المعرفية للمتعلمين واكتشاف المواهب الفكرية

04

هيكل القطاع التعليمي

إعادة هيكلة القطاع للوصول إلى تنمية تعليمية وثقافية شاملة تسمح بتحقيق التنافسية العلمية العالمية والاندماج مع مهارات القرن الحادي والعشرين

التعليم في دولة الكويت
التحديات والفجوات أمام تطور التعليم

الفجوات التعليمية أمام تطور التعليم في دولة الكويت

01

الفجوة المعرفية

خلو المناهج الدراسية من أدوات التعليم الإبداعي مما أدى إلى اتساع بون التحصيل المعرفي مقارنة بالنظم التعليمية العالمية

02

الفجوة الرقمية

ضعف الاندماج بين منظومة التعليم والحلول الرقمية مما أثر على جودة بيئة التعليم ومهارات التحليل الفكري وحل المشكلات

03

الفجوة الثقافية

يركز النظام التعليمي على المخرجات التعليمية أكثر من بناء شخصية الفرد الثقافية والتعليمية

04

الفجوة العالمية

من حيث طبيعة مبدأ العالمية في التعليم وما يتصل به من أسلوب التعليم والهوية العالمية للمخرجات التعليمية

التعليم في دولة الكويت
التحديات والفجوات أمام تطور التعليم

حوكمة التعليم أمام تطور التعليم في دولة الكويت

01

صناعة السياسات

أهمية الفصل المؤسسي بين صناع السياسات التعليمية ومنفذي السياسات

02

التعليم الشامل

والذي يشمل على التعليم المبكر للأطفال (قبل رياض الأطفال) والتعليم العام الرسمي والتعلم مدى الحياة، بخلاف المتاح حاليا والذي يشمل فقط التعليم العام

03

التقييم والتقويم

عدم فاعلية نظم التقييم والتقويم للمناهج الدراسية والأسلوب العلمي للعملية التربوية وقياس الأداء العلمي

04

الشراكة المجتمعية

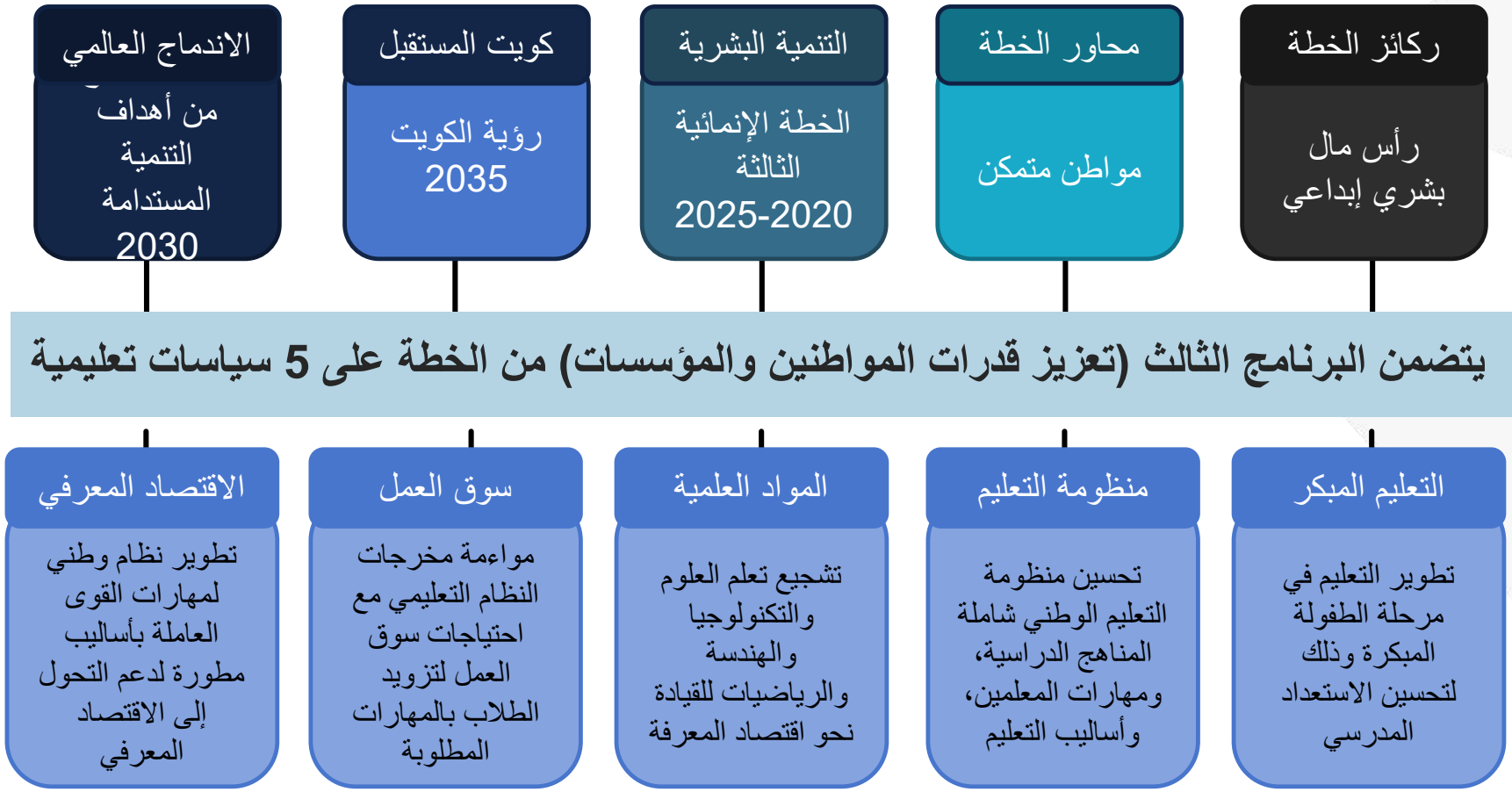
ضعف أدوات وقنوات التعاون والعمل الجماعي بين المؤسسات التعليمية والأسر ومؤسسات المجتمع المدني

الحلول والإجراءات

السياسات التنفيذية للانتقال الوضع مستقيلي أفضل

الحلول والإجراءات
السياسات التعليمية

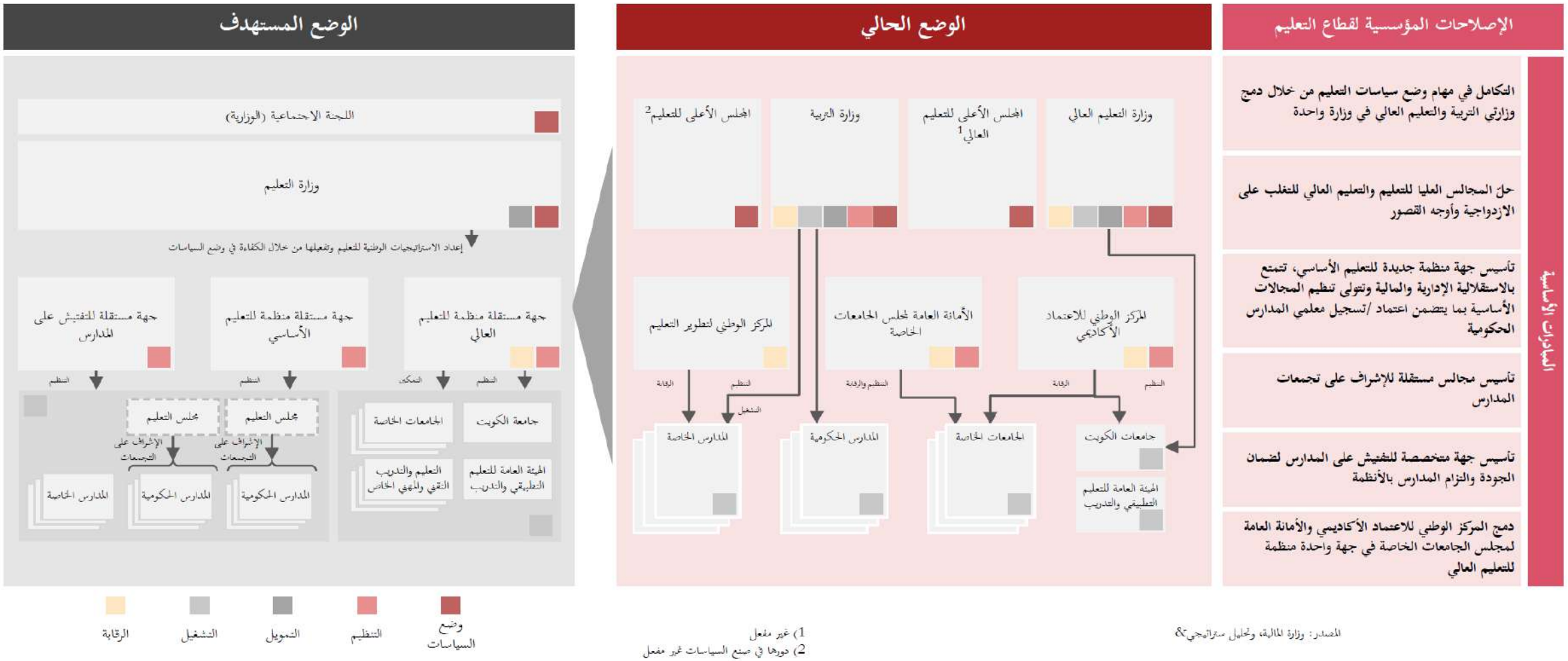
- تولي الخطة الإنمائية الثالثة عناية بجودة رأس المال البشري من خلال إطلاق خمس سياسات تعليمية تهدف إلى تحسين منظومة التعليم في دولة الكويت من التعليم المبكر حتى سوق العمل القائم على الاقتصاد المعرفي.



الحلول والإجراءات

من دراسة إعادة هيكلة الجهاز الحكومي

الحلول والإجراءات
إعادة هيكلة قطاع التعليم



المصدر: وزارة المالية، وتحليل ستراتيجي&

1) غير مفعل
2) دورها في صنع السياسات غير مفعل

الحلول والإجراءات
التعليم الرقمي

- يهدف التعليم الرقمي إلى تطوير منظومة التعليم لتتسق ومتطلبات الألفية الثالثة ومهارات القرن الحادي والعشرين والتي تعتمد كليا على تمكين المتعلمين من أدوات التعليم المرن لإذكاء شغفهم على نحو يعزز من جودة رأس المال البشري في الدولة.
- المواءمة مع الأهداف العالمية كالطالب العالمي، المنهج العالمي، المدرسة العالمية، وهي أهداف تسعى إلى إيجاد بيئة تفاعلية عالمية لمفهوم التعليم ضمن الألفية الثالثة.
- الاستفادة من التقنيات الرقمية لتحقيق المساواة والعدالة في تلقي واستيعاب العملية التعليمية.
- تنوع مصادر التعلم لتحسين مخرجات حاصل المعرفة والقابلية المعرفية لدى الطلاب.

1. توفير بيئة تعليمية تتسق وأهداف التنمية المستدامة 2030 ومتطلبات مهارات الألفية الثالثة
2. ضمان استمرارية التعليم خلال فترات الكوارث وانتشار الأوبئة
3. تطوير منظومة التعليم والبيئة المدرسية من حيث المحتوى والأدوات والمعايير والمؤشرات
4. بيئة جاذبة لإذكاء شغف المتعلمين قائمة على تنوع مصادر التعلم والمعرفة
5. بيئة متسقة مع طبيعة أسواق العمل المستقبلية

الحلول والإجراءات
الامتحان الموحد

- يعد اختبار التقييم المدرسي SAT أحد أبرز النظم العالمية لقبول الطلبة حول العالم ضمن الجامعات العالمية.
- يهدف الامتحان الموحد KUWAIT ASSESSMENT TEST KAT إلى قياس درجة جاهزية الطلبة الراغبين للابتعاث الخارجي والداخلي للالتحاق بالجامعات العالمية والمحلية
- يقوم طلبة الثانوية العامة بتقديم اختبار KAT كمتطلب رئيس للتقدم على البعثات الدراسية الخارجية والداخلية.
- يقدم اختبار KAT مرتين في العام بهدف إتاحة أفضل الفرص للطلبة للحصول على نتائج مرتفعة.
- يتكون اختبار KAT على عدة أقسام كما في الشكل المقابل.

الحلول والإجراءات
المنهج الدراسي العلمي

- يهدف المنهج الدراسي العلمي إلى تقليص الفجوة المعرفية والعلمية لدى المتعلمين بالمقارنة مع المؤشرات والاختبارات الدولية.
- يركز المنهج الدراسي العلمي على زيادة حاصل التعلم ضمن المواد العلمية والتكنولوجية والهندسية والرياضيات STEM.
- تطوير البيئة الرقمية والتكنولوجية على نحو يوفر المناخ العلمي القائم على التحليل والتركيب والاستنتاج وحل المشكلات العلمية.
- إنشاء برنامج تبادل للتعليم المهني بشراكات مع الجامعات والصناعات ضمن المواد العلمية بهدف توطين المعارف ضمن منظومة التعليم.

01 الرياضيات المتطورة

02 العلوم الهندسية

03 العلوم التطبيقية

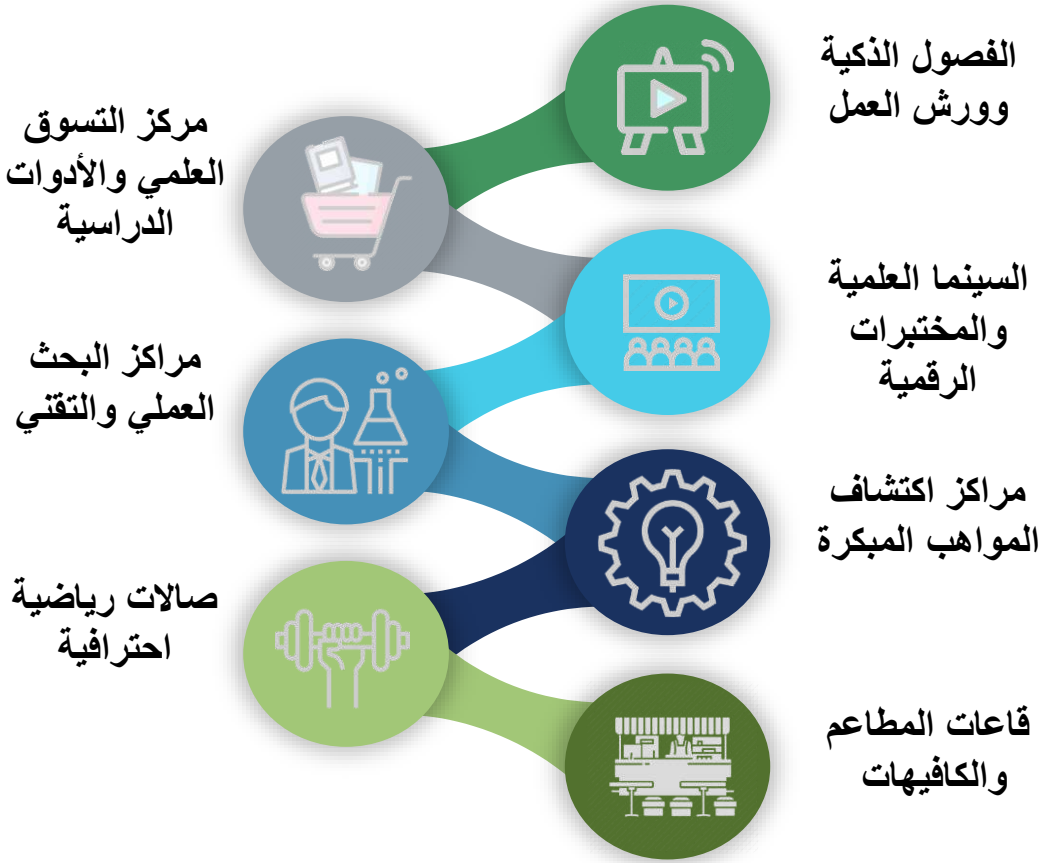
04 التكنولوجيا الرقمية

05 برمجيات الحاسوب

06 تحليل البيانات

الحلول والإجراءات
البيئة المدرسية (المول المدرسي)

- تعد البيئة المدرسية منصة لبناء المناخ الفكري والثقافي والعلمي للمتعلمين عبر تمكينهم من أدوات ومهارات التعلم الذاتي واكتشاف وتحليل وتركيب المعارف والعلوم مما يساعد تحويل منظومة التعلم من التعليم الإيداعي إلى التعليم الإبداعي.
- أهمية تبني مفهوم المول المدرسي كنموذج لمدارس المستقبل والتي توفر بيئة تعليمية جاذبة تعزز من جودة رأس المال البشري وتحسن من حاصل التعلم وحاصل المعرفة لدى المتعلمين.
- تقوم فكرة المول المدرسي على دمج التسوق التعليمي والمراكز البحثية والعلمية والثقافية والبدنية مع بيئة المدرسية لتعميق الروابط بين المتعلمين والمدارس، وذلك وفق ضوابط محددة.
- توجه العوائد الاستثمارية لكل مدرسة لبند الصيانة والتطوير مما يوفر على ميزانية الدولة ويخفف العبء على المال العام.

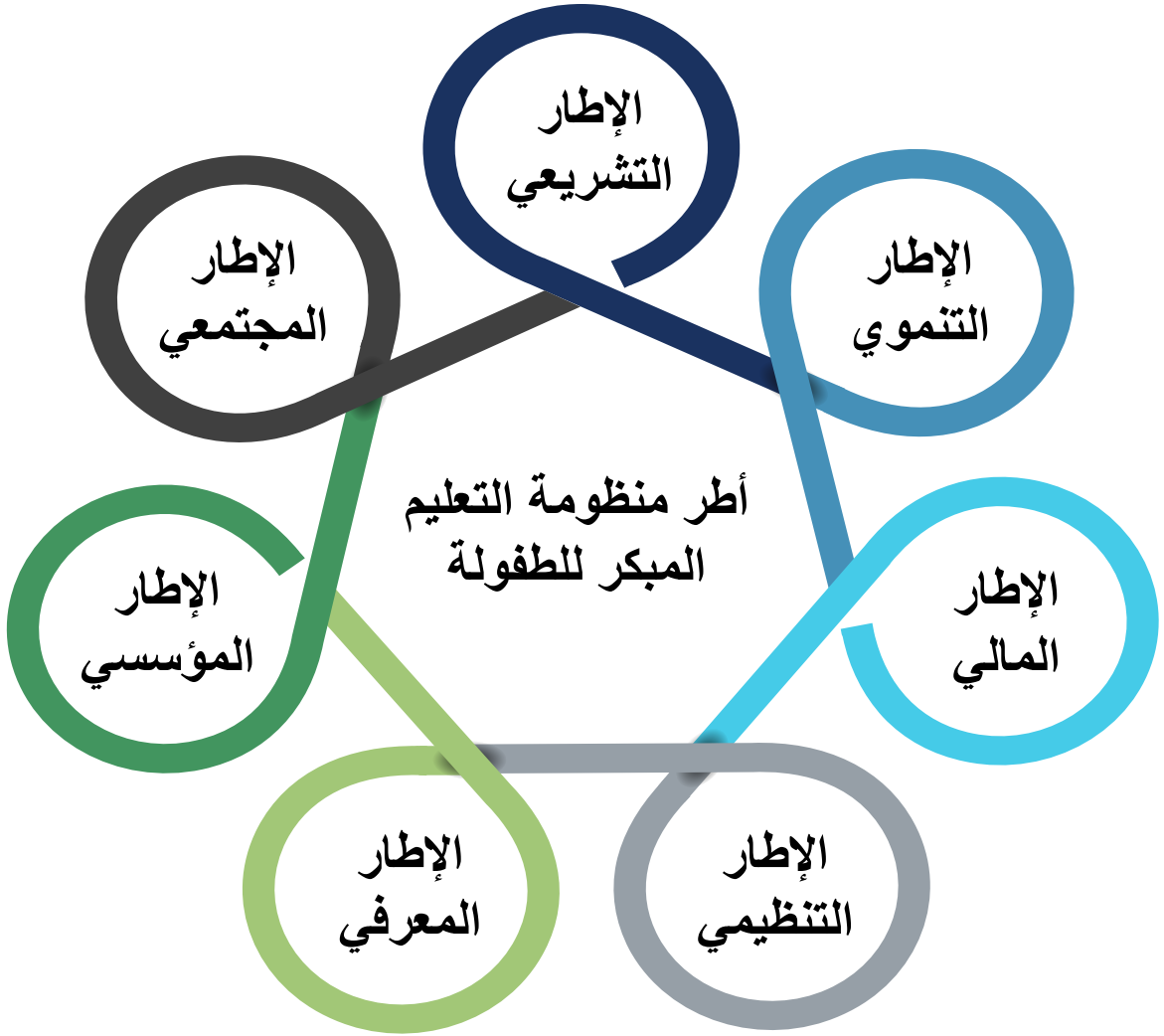


البيئة المدرسية في المستقبل

1000 Days Initiatives

الحلول والإجراءات
التعليم المبكر للأطفال (مرحلة ما قبل رياض الأطفال)

- يعد التعليم المبكر للأطفال من الاستثمارات طويلة الأجل التي تعكس التطور الفكري والثقافي والأخلاقي والمعرفي في المجتمع.
- في ظل الألفية الثالثة، انتقل التعليم المبكر من مرحلة العناية بالطفولة إلى حق تمكين الأطفال من برامج تعزز وتغذي الجوانب الحركية والنفسية والبدنية والمعرفية
- تستهدف شريحة التعليم المبكر من عمر 6 أشهر حتى 4 سنوات لتهيئة الأطفال إلى مرحلة رياض الأطفال بمجموعة من المهارات الفكرية والثقافية والمعرفية التي تشكل من شخصية الطفل في بداية مسيرته العلمية.
- أهمية إطلاق استراتيجية للتعليم المبكر يساعد على صقل وتوجيه الأطفال وإكسابهم الثقة والعمل ضمن المجموعات والعمل على اكتشاف مواهبهم ومهاراتهم وميولهم الذهنية.

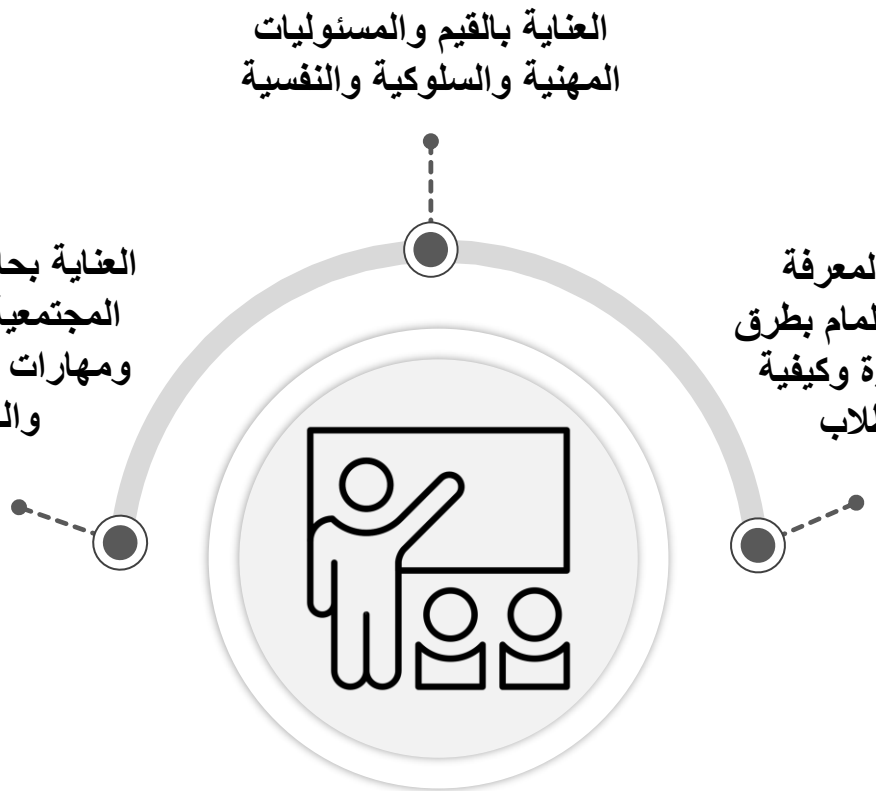


الحلول والإجراءات
التعلم مدى الحياة

- يقوم مبدأ التعلم مدى الحياة على أساس تعليم الأفراد كيف أن يتعلم من خلال تمكينه من أدوات المعرفة والبحث والحاضنات.
- إن تأصيل مفهوم التعلم مدى الحياة ينضوي على حق الأفراد في استدامة تطوير مهاراتهم والإطلاع على المعلومات والبيانات التي تعزز من خبراتهم وقدراتهم المعرفية.
- يشمل إطار التعلم مدى الحياة على مكونات تتسق ومهارات الألفية الثالثة مثل (1) تعلم لتشارك الآخرين (2) تعلم لتعرف (3) تعلم لتعمل (4) تعلم لتحقيق الذات
- تؤكد المنظمات الدولية على أهمية التعلم مدى الحياة في تسريع وتيرة تحسين جودة الحياة وتحقيق التنمية الفردية كمدخل للتنمية المجتمعية

الحلول والإجراءات
رخصة المعلم

- يعد المعلم أساس المنظومة التعليمية مما يتطلب العناية بهم عبر تأهيلهم حسب المعايير الدولية المعمول بها لتطوير مستواهم المهني وأدائهم في تطبيق أساليب التدريس المعاصرة.
- يهدف مشروع إصدار رخصة المعلمين إلى تنظيم مزاولة مهنة التعليم باعتبارها ركيزة أساسية لبناء رأس مال بشري إبداعي قادر على تحقيق رؤية دولة الكويت 2035.
- تساعد رخصة المعلم على الارتقاء بالمنظومة التعليمية وفق متطلبات ومهارات الألفية الثالثة ومدخل محوري لإصلاح نظام التعليم في الدولة.
- ربط المسار الوظيفي بالمسار التدريبي عبر تقسيم رخصة المعلمين إلى عدة مستويات "ممارس، خبير، كبير المعلمين" طبقا للخبرات والمهارات والقدرات لكل معلم ومعلمة على حدا.



أبرز المعايير التربوية
ضمن رخصة المعلم

كويت جديدة
NEWKUWAIT

الأمانة العامة
للمجلس الأعلى للتخطيط والتنمية

General Secretariat of the Supreme Council for Planning and Development

الملخص التنفيذي

الملخص التنفيذي

التحديات التعليمية	الحل المقترح	مؤشر الأداء	الجهات المسئولة	المدة الزمنية	المخرجات المتوقعة
الهيئة التعليمية	رخصة المعلم	مؤشر تقييم كفاءة معلمي التعليم العام، نتائج الاختبارات الدولية	وزارة التربية المركز الوطني لتطوير التعليم	4-2 سنوات	جودة أداة المعلمين وتحسن مهاراتهم التعليمية
المناهج الدراسية	زيادة حصص المواد العلمية، إعداد منهج قائم على التحليل وحل المشكلات	مؤشر فقر التعليم و مؤشر الرأس المال البشري و مؤشر التنمية البشرية	وزارة التربية	3-1 سنوات	جودة المخرجات التعليمية تتسق ومهارات الألفية الثالثة
البيئة المدرسية	التحول نحو مفهوم المول المدرسي	مؤشر نسب الغياب الطلابي، اكتشاف المواهب الطلابية	وزارة التربية	مستمر	بيئة تعليمية جاذبة تعزز من القدرات التعليمية
هيكل القطاع التعليمي	فصل صنع السياسات عن التنظيم وعن التشغيل	مؤشر كفاءة الإدارة الحكومية	مجلس الخدمة المدنية وزارة التربية الجامعات	4-2 سنوات	إدارة ذات معايير دولية للقطاع التعليمي

الملخص التنفيذي

الفجوات التعليمية	الحل المقترح	مؤشر الأداء	الجهات المسئولة	المدة الزمنية	المخرجات المتوقعة
الفجوات المعرفية	مناهج إبداعية تعتمد على التحليل وحل المشكلات	مؤشر جودة حاصل المعرفة لدى الطلبة	وزارة التربية	3-1 سنوات	مخرجات تعليمية قادرة على المنافسة الدولية
الفجوات الرقمية	تبني أدوات ومفاهيم التعليم الرقمي	مؤشر استخدام الحلول الرقمية ضمن العملية التعليمية	وزارة التربية	3-1 سنوات	الاتساق ومتطلبات الثورة الصناعية الرابعة
الفجوات الثقافية	أن يكون الطالب هو محور العملية التعليمية	مؤشر جودة حاصل التعلم وحاصل الثقافة لدى المتعلمين	وزارة التربية	مستمر	المواءمة ومتطلبات ومهارات الألفية الثالثة
الفجوات العالمية	تبني منهج التعليم العالمي	درجة الانسجام مع مبدأ العالمية في التعليم	وزارة التربية المركز الوطني لتطوير التعليم	مستمر	هوية عالمية لمخرجات التعليم في الكويت

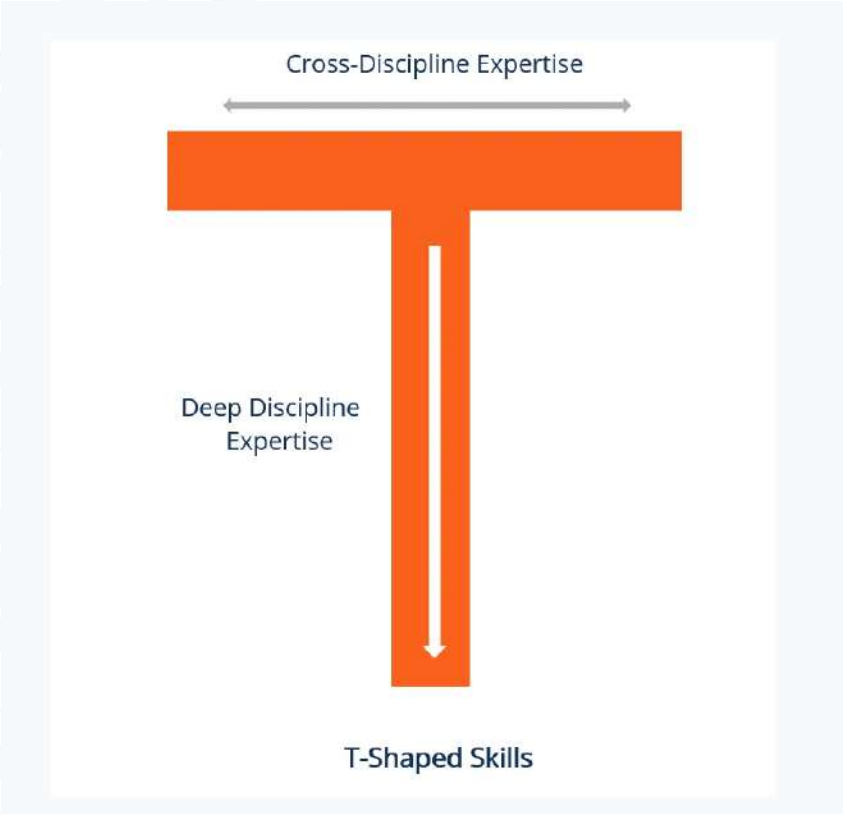
الملخص التنفيذي

الحوكمة التعليمية	الحل المقترح	مؤشر الأداء	الجهات المسئولة	المدة الزمنية	المخرجات المتوقعة
صناعة السياسات	إسناد مهام صناعة السياسات للمجلس الأعلى للتعليم	مؤشر فاعلية السياسات العامة في التعليم	مجلس الوزراء مجلس الأعلى للتعليم	1 سنة	سياسات تعليمية تتسق ومبدأ العالمية في التعليم
التعليم الشامل	إطلاق استراتيجية التعليم الشامل	مؤشر أداء تنفيذ البرامج والمشاريع التعليمية	مجلس الوزراء وزارة التربية مؤسسات المجتمع المدني	3-1 سنوات	الشخصية المهنية والمعرفية للمواطنين
التقييم والتقويم	المشاريع والمهام العلمية بدلا من الاختبارات الورقية	مؤشر مدى تبني الطرق المعاصرة في التقييم والتقويم	وزارة التربية المؤسسات التعليمية والمدنية	4-2 سنوات	مخرجات تعليمية متسقة ومهارات الألفية الثالثة
الشراكة المجتمعية	لجنة لتحسين قنوات التعاون مع مؤسسات المجتمع المدني	أعداد الجهات المشاركة	وزارة التربية مؤسسات المجتمع المدني	مستمر	منظومة تعليمية بالشراكة المجتمعية

BURGAN BANK GROUP

NEEDED SKILLS AND THE FUTURE O WORK

GHADA EL KADI
UNIT HEAD-LTD
MAY 2022



A T-shaped individual is a metaphor; it is used heavily by job recruiters or companies looking to hire strong employees. It is a reference to applicants possessing the most desirable skills. The vertical bar on the T-shaped person is representative of an individual's **unique abilities and skills and how deep their knowledge** is related to those abilities and skills. The horizontal bar represents the person's **ability to use said skills and abilities to collaborate** with others in different areas of expertise.

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Advantages of Hiring T-Shaped Individuals

Employing T-shaped professionals is beneficial to a company. With their core skills and ability to learn things quickly, T-shaped employees excel in their main responsibilities but they can also perform other tasks effectively. In such a way, they contribute to the growth of the business as a whole. Specifically, they offer the following advantages:

1. Better communication and collaboration skills

T-shaped individuals are able to deal with other people and understand their needs as a whole, because of their ability to discuss matters across the entire company. They understand the ways other people work and the reasons for doing things in a certain way.

2. Flexibility

While T-shaped employees can cite a main expertise, or a primary area of work, they can still offer their skills to other priority areas that may require their assistance. They are flexible enough to take on new tasks and help other members on their team to make sure that the overall goals and objectives are met.

3. Hard and soft skills

In addition to hard skills, such as design or programming skills, T-shaped employees also possess soft skills such as networking and critical thinking, making them a complete package.

Hard Skills are soft *(they change all the time, are constantly being obsoleted, and are relatively easy to learn), and* ***Soft Skills are hard*** *(they are difficult to build, critical, and take extreme effort to obtain) - Josh Bersin*

Figure 1

Executives now point to behavioral skills as the most critical for members of the workforce today

Sources: 2016 IBM Institute for Business Value Global Skills Survey; 2018 IBM Institute for Business Value Global Country Survey.

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10 Top Skills:

- Creativity
- Emotional Intelligence (EQ)
- Analytical
- Active learning with growth Mindset
- Judgment and decision making
- Interpersonal Communication Skills
- Leadership Skills
- Diversity and Cultural Intelligence
- Technology Skills
- Embracing Change

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For Further reading:

- 18 Future Skills for the Workplace | Indeed.com
- JOSH BERSIN – Insights on Work, Talent, Learning, Leadership, and HR Technology
- What are the top 10 job skills for the future? | World Economic Forum (weforum.org)
- PowerPoint Presentation (cipd.co.uk)

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THANK YOU

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Towards A New Labor Market Strategy in Kuwait

Reyadh Faras, Ph.D.
Department of Economics
Kuwait University

May, 2022

Outline

- Introduction
- Challenges
- Pre-requisites for a Labor Market Strategy
- Dimensions of the Strategy Labor Market Strategy
- Conclusions

Introduction

- Kuwait shares a number of economic features of resource rich countries, which includes:

✓ Massive natural and financial wealth
✓ Dual economic sectors (factor intensity)
✓ Small population (labor force)
✓ High demand for labor services
✓ Dual labor market (national vs foreign)
✓ High reliance on foreign labor

Challenges

- High reliance on foreign labor led to:

✓ Population imbalances
✓ Labor market imbalances
✓ High reliance on low skilled workers
✓ Low reliance on capital and high tech
✓ Exposure to pressure from sending countries
✓ Security concerns
✓ Social tensions
✓ Political debate

Pre-requisites for a Labor Market Strategy

1. Labor market infrastructure, including:

- ✓ Regulations
- ✓ Institutions
- ✓ Human resources
- ✓ Information systems

Pre-requisites for a Labor Market Strategy

2. High level steering committee, representing:

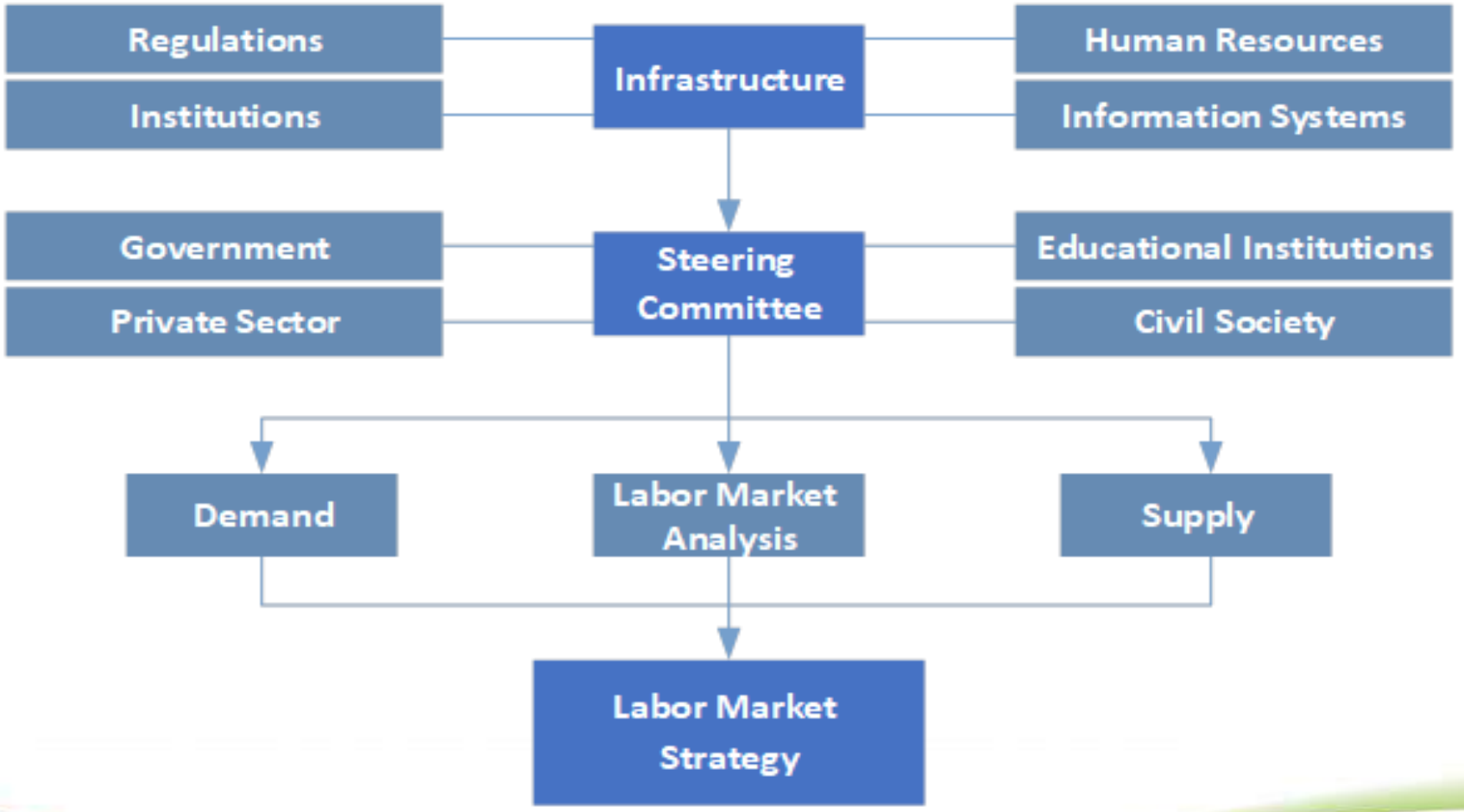
- ✓ Public sector
- ✓ Private sector
- ✓ Educational institutions
- ✓ Civil society

Pre-requisites for a Labor Market Strategy

2. High level steering committee:

- ✓ Demand
- ✓ Supply
- ✓ Labor market analysis
- ✓ Formulate labor market strategy

Pre-requisites for a Labor Market Strategy



Dimensions of the Labor Market Strategy

1. Pillars

- ✓ Aligned with national development plans
- ✓ Job nationalization in the private sector
- ✓ Contributing to population structure reform
- ✓ Enhance competitiveness of the economy amid the technological advancements and 4.I.R.

Dimensions of the Labor Market Strategy

2. Policies

- ✓Training
- ✓Public projects
- ✓Labor support
- ✓Entrepreneurship
- ✓Labor market services

Nationality Based Policies

A. National labor policies:

- ✓ Professionalize public sector environment
- ✓ prepare citizens to work in private sector
- ✓ Enhance the labor support system
- ✓ Encourage private sector to employ citizens
- ✓ Enhance business environment to attract FDI
- ✓ Rebuild the development model
- ✓ Implement merit-based policies

Nationality Based Policies

B. Foreign labor policies:

- ✓ Make foreign employment the last resort
- ✓ Issue temporary labor permits
- ✓ Link labor permit length with skills
- ✓ Link labor fees with skills and sectors
- ✓ Link permit issuance with nationals employed
- ✓ Check validity of qualifications
- ✓ Link permit issuance with labor market system
- ✓ Encourage employers to automize their processes

Job Based Policies

A. Redundant jobs:

- ✓Encourage employers to replace them
- ✓Ration issuance of work permits
- ✓Retrain employees to move them away

Job Based Policies

B. Stable jobs:

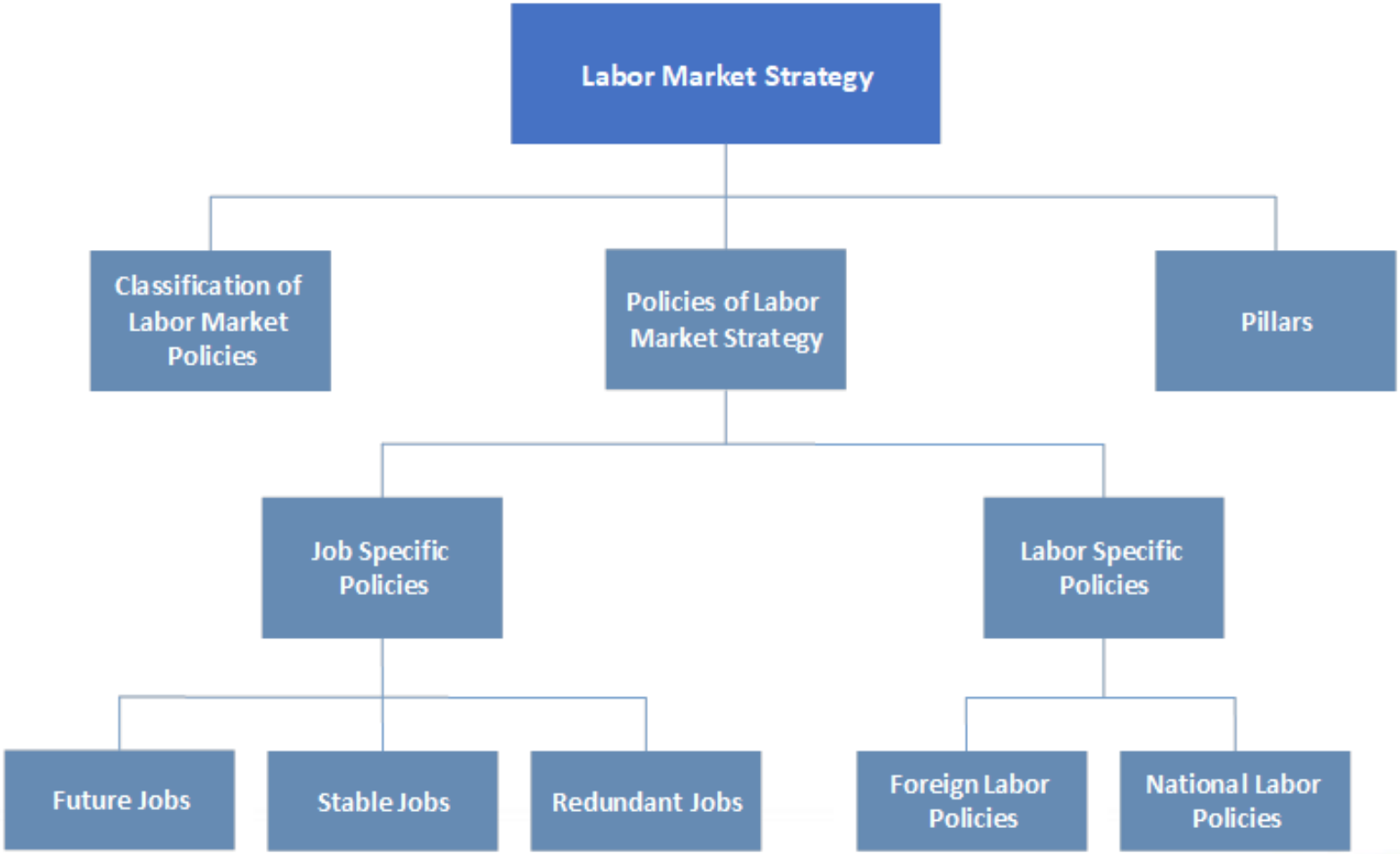
- ✓Encourage employers to employ highly skilled
- ✓Digitize and automize most of the processes
- ✓Improve efficiency by a mix of HR and Tech.

Job Based Policies

C. Future jobs:

- ✓ Develop new academic and training programs at educational institutions
- ✓ Direct scholarships abroad to high tech
- ✓ Set up a comprehensive national program to adopt new technology in local institutions.
- ✓ Put in place mechanisms to help businesses train their employees acquire new skills
- ✓ Encourage young entrepreneurs invest in high tech

Dimensions of the Labor Market Strategy



Conclusions

- Labor market reform is key to population reform
- High population growth was a result of heavy reliance on low skill foreign labor
- Diminishing total factor productivity is a result of low labor efficiency
- Lowering Supply-Demand labor mismatch is a must
- Fourth industrial revolution is an opportunity, if not used could create challenges
- Prioritize minimizing labor market duality

Thanks for your attention

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وزارة التربية
MINISTRY OF EDUCATION

كويت جديدة
NEWKUWAIT

WORLD BANK GROUP

Teaching & Learning Excellence Forum

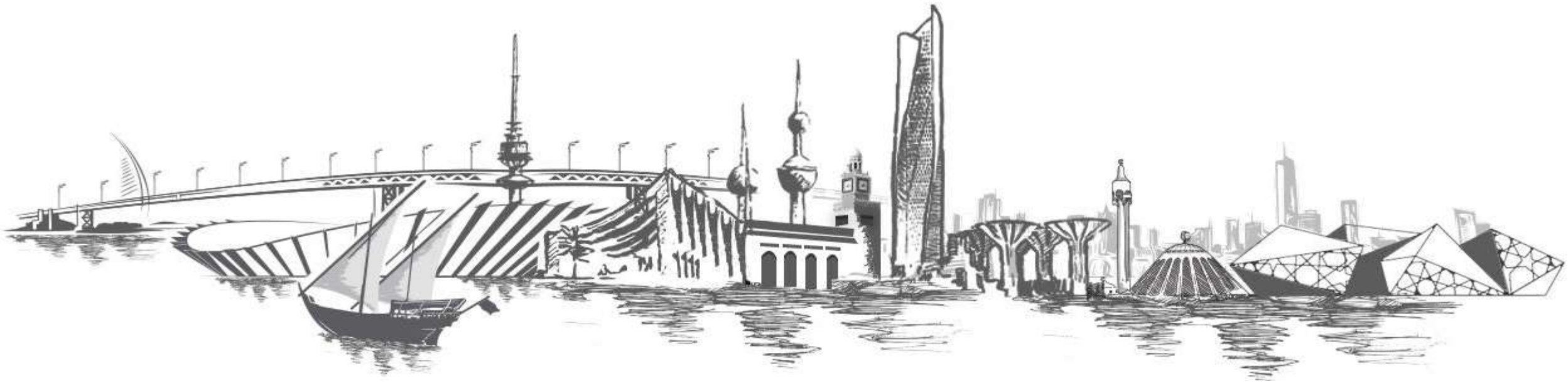
الجامعة الأسترالية
AUSTRALIAN UNIVERSITY
KUWAIT - الكويت

Rethinking Education for a Prosperous and Sustainable Future

Ms. Muna Alansari – General Supervisor of Sciences,
Ministry of Education - Kuwait

Needed Skills and the Future of Work

Main Priorities of Kuwait Vision 2035



Kuwait Vision 2035

Kuwait's 2035 vision aims on transforming Kuwait into a financial and trade hub regionally and internationally, and becoming more attractive to investors.

The main aspirations of the Vision include:

1.Restore the regional leadership role of Kuwait as a financial and commercial hub, and reviving the pivotal role of the Kuwaiti private sector in the leadership of development.

2.Reconstruct the important and different positions, as well as the bodies and institutions of the country. In addition to enabling work empowerment and productivity.

3.Providing new infrastructure, appropriate legislation and an enabling a business environment conducive to development and providing controls and climate to ensure total and balanced human resource development. Aiming on consolidating the values of society, preserving its identity, as well as achieving justice, political participation and freedoms.

The pillars of the National Development Plan (2035 Vision):

1. Sustainable diversified economy.
2. Effective civil service.
3. Sustainable living environment.
4. Developed infrastructure.
5. High quality healthcare.
6. Creative human capital.
7. Global positioning.

Skills and the Future of Work

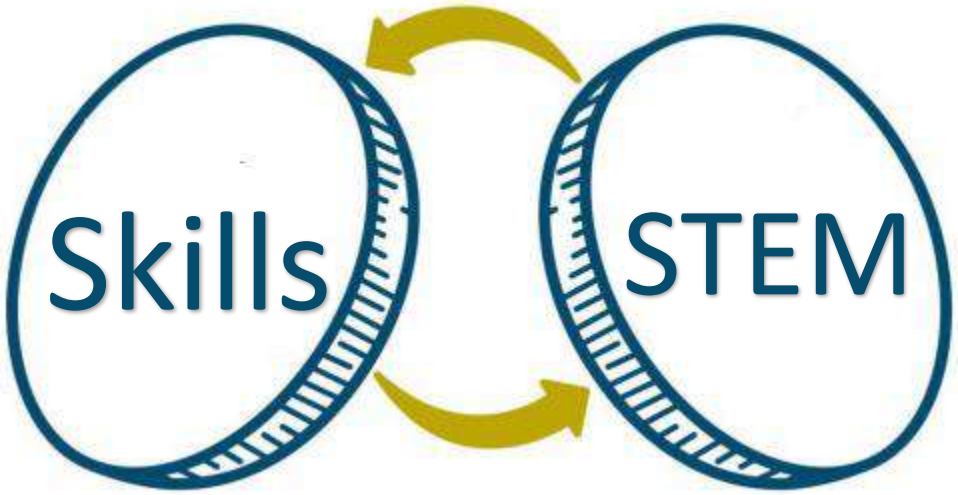
Main Priorities of Kuwait Vision 2035

STEM Education

21st Century Skills

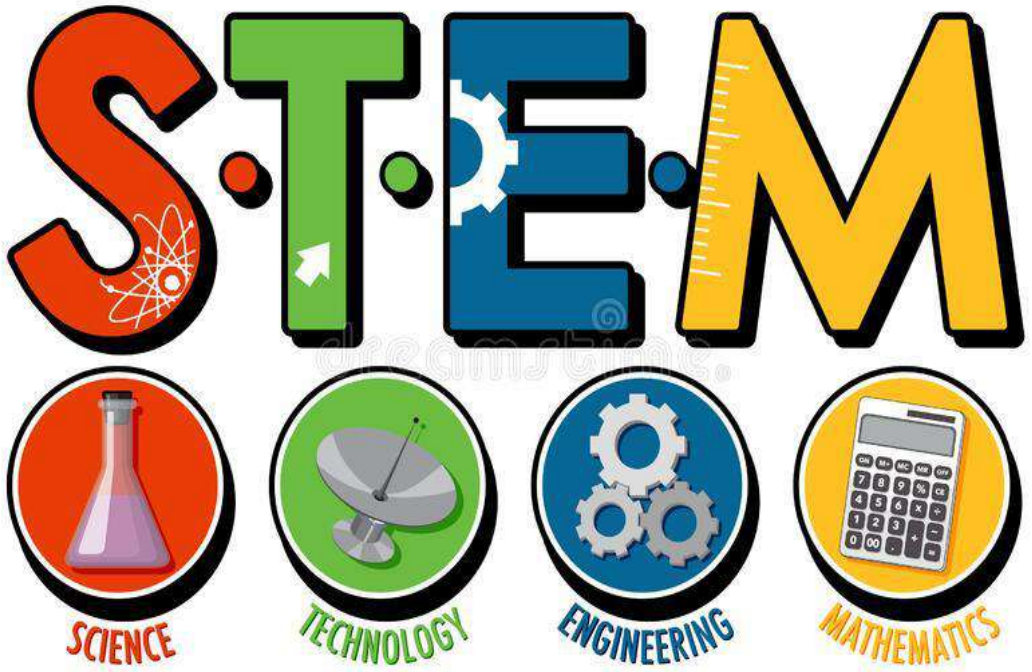
STEM Education

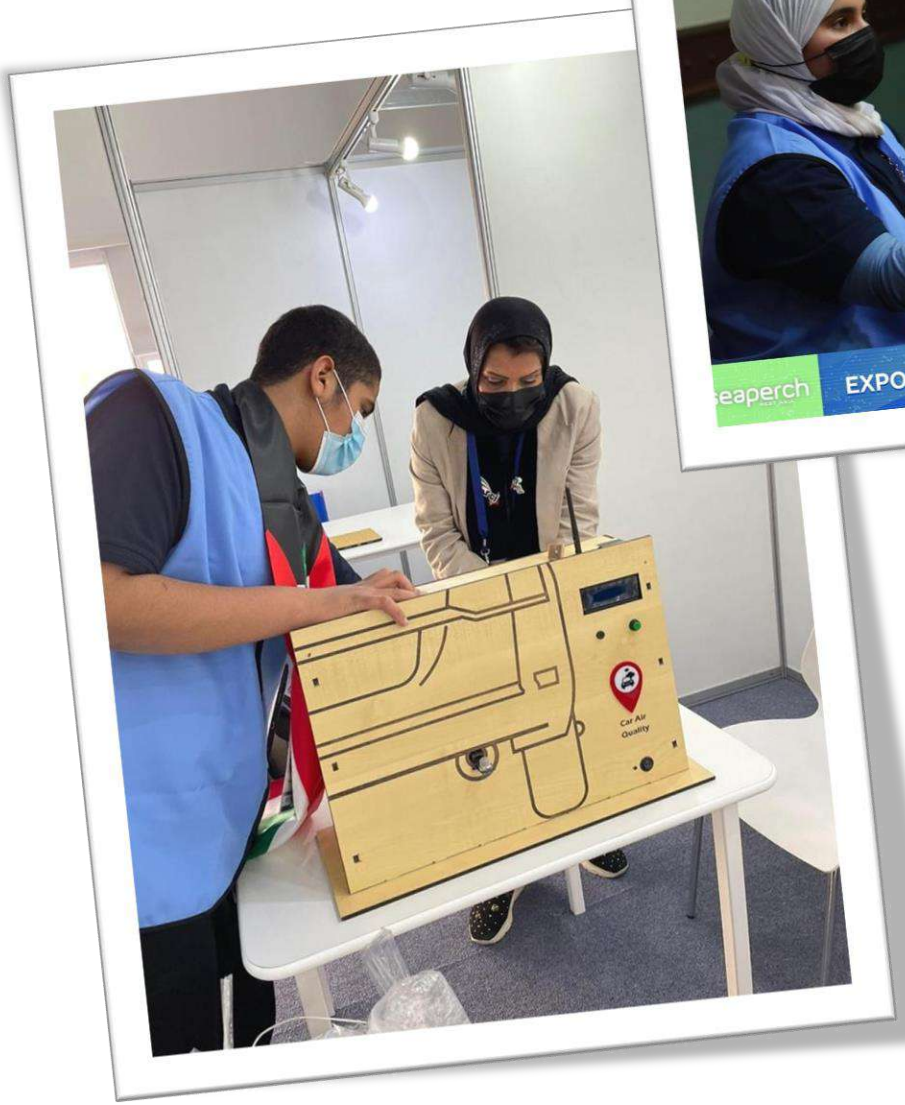
STEM education serves as a channel for skill enhancement in terms of its reliance on Problem solving, investigation, project learning, and linking techniques of the real world, Which develops problem-solving skills, critical thinking, creativity, collaboration and the development of personal qualities that meet the needs of the century twenty.



Linking the fields of science, technology, engineering and mathematics, with the aim of studying real life problems, through the enhancement of abilities, and focusing on critical and creative thinking skills.

The interest came as a result of economic reasons to increase the number of engineers and scientists in order to preserve on global economic domination, and not just for educational reasons.




Car Air Quality


seaperch.wa
seaperch
EXPO-SCIENCES ASIA 2022


حوراء ميرزا
مشروع المزرعة الذكية


عبدالرزاق القلاف
مشروع نظام الأمان في السلم المتحرك


مركز محمد بن راشد للفضاء
MOHAMMED BIN RASHID SPACE CENTRE

21st Century Skills

Critical Thinking

Communication and Teamwork

Creativity and Problem Solving

Leadership and Decision Making

Local and Global Citizenship

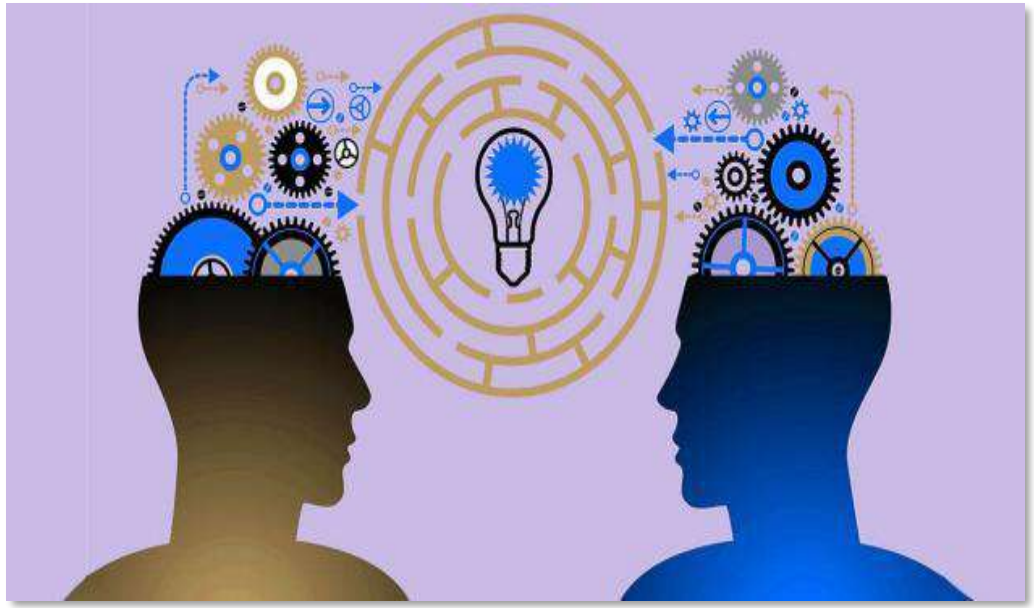
Leadership and Initiative

Use of Technology

language Proficiency

Critical Thinking

Logical analysis, independence, dealing with information responsibly, and developing the ability to evaluate and verify it without bias.



First place in the Arab world in the artificial intelligence competition

Communication and Teamwork

Develop student's interaction in teamwork in the spirit of one team, communicating opinions and ideas efficiently, communicating together effectively, negotiating, discussing and persuading, and building on other's ideas, using different communication and communication methods, in a way that ensures the achievement of results.

Creativity and Problem Solving

Enhancing student's ability to break out of stereotypes in facing life situations; By bringing up new solutions, using available resources in unfamiliar ways, and linking different information and facts; Which contributes to solving the problems they face on a daily basis.

ABDULRAZAQ BARRAK
MOHSEN ALQALLAF

Solve the problem of slipping feet in the escalator

Leadership and Decision Making

Enhancing students to take the lead, inspire and motivate them, to be able to make sound decisions based on evidence, identify and study options, and choose the appropriate ones, taking in consider the personal and public interests

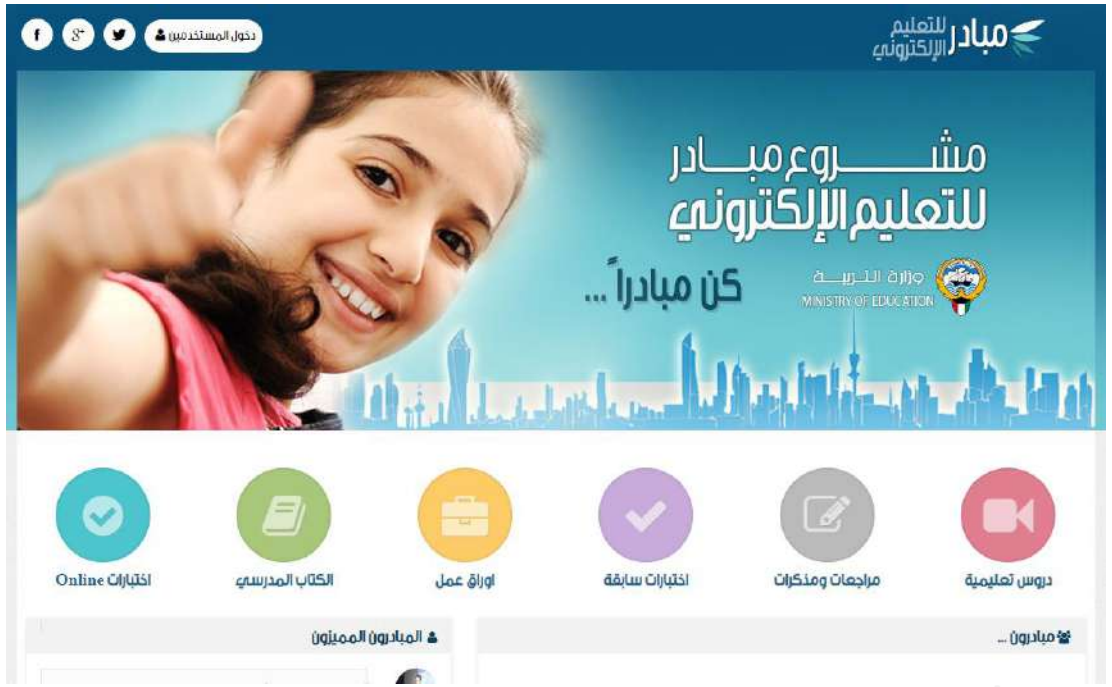
Local and Global Citizenship

Directing student's knowledge, behaviour and values responsibly, in a manner that enhances intellectual rapprochement between the various components of society, raises their awareness of global challenges, increases their contributions to building and develops their homeland in the main, and consolidates environmental sustainability practices and social justice, and contributes to the formation of positive trends towards global problems, which increases From global cultural affinity.

Five seats at NASA

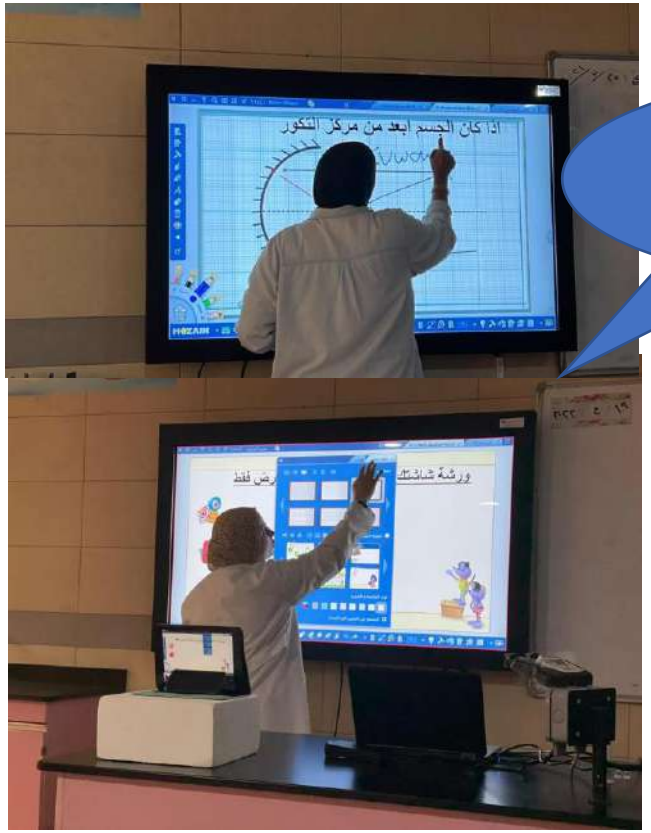
Leadership and Initiative

Student's ability to self-manage productively, pursue their personal goals with strong determination and high motivation, positively deal with failures and frustrations, analyse risks with a clear vision, take the initiative and deal with incidental problems, and make constructive suggestions; To be able to entrepreneurship in future life



Use of Technology

In terms of enabling students to create, access, manage, refute, criticize and disseminate information, but with care and full awareness of the impact of technological contents and their danger to the individual and society



The teacher's use of the interactive blackboard

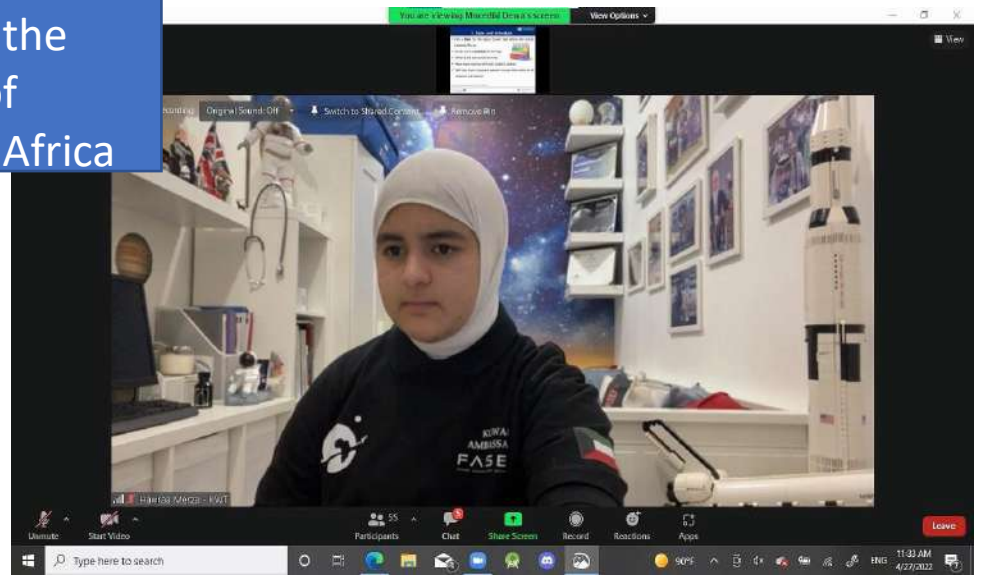
The invention of the sign reader for the deaf with artificial intelligence

Programming experiments to do chemical experiments

language Proficiency

Student's ability to intellectual excellence, literary and scientific production; In a manner that enhances their spirit of belonging to the local and global homeland, and preserves the cultural heritage and national identity, using the mother tongue, in addition to the efficiency of communicating in more than one language.

Participation online in english in a conference on space with the University of Johannesburg in Africa



The most important skills of the twenty-first century

1. working methods
2. ways of thinking
3. live in the world
4. Work Tools

working methods

Communication	Collaboration and Teamwork
Proficiency in written and oral language	Interact effectively with others
An open mind and a willingness to listen	Work effectively in diverse teams
Be mindful of cultural differences when communicating	Prioritization, planning and project management

ways of thinking

creativity and innovation	Critical thinking, problem solving and decision making
Thinking creatively	Think effectively and evaluate evidence
Work productively with others	solving problems
Implementation of innovations	Indicate the results
Through self motivation And positive appreciation for learning so, the learners can adapt and be flexible	

live in the world(Social life)

Global and local citizenship	Personal and social responsibility	life and career
Recognize and understand the rights and duties as a global citizen	Communicate constructively in various social situations	Adapting to change
		Manage goals and time
Prepare to participate in community activities	Understand the different points of view	self-guided learning
Respect the values and privacy of others		Interact effectively with others

Work Tools	Know the information	Knowledge of Information and Communication Technology (ICT .)
	Accessing and evaluating information	Openness to new ideas, information, tools and ways of thinking
	Use and management of information	Use ICT accurately, creatively, ethically and legally
	Effectively apply technology	Taking in consider cultural and social differences
		Apply technology appropriately and effectively

general purposes 1

Principles and Values (Social Responsibility) 2

innovation 3

Our goals are built on 3 pillars

It is the philosophy on which the modern curricula in our ministry are built, the standards curriculum, which is built on the skills of the 21st century.

Hence, it becomes clear to us the importance of developing 21st century skills among learners in order to sustain resources and achieve sustainability

Science initiative through the practices and applications lessons

Some of the programs held in the Ministry of Education

General Supervisor of Sciences

CSO

TIMSS

International Olympiads

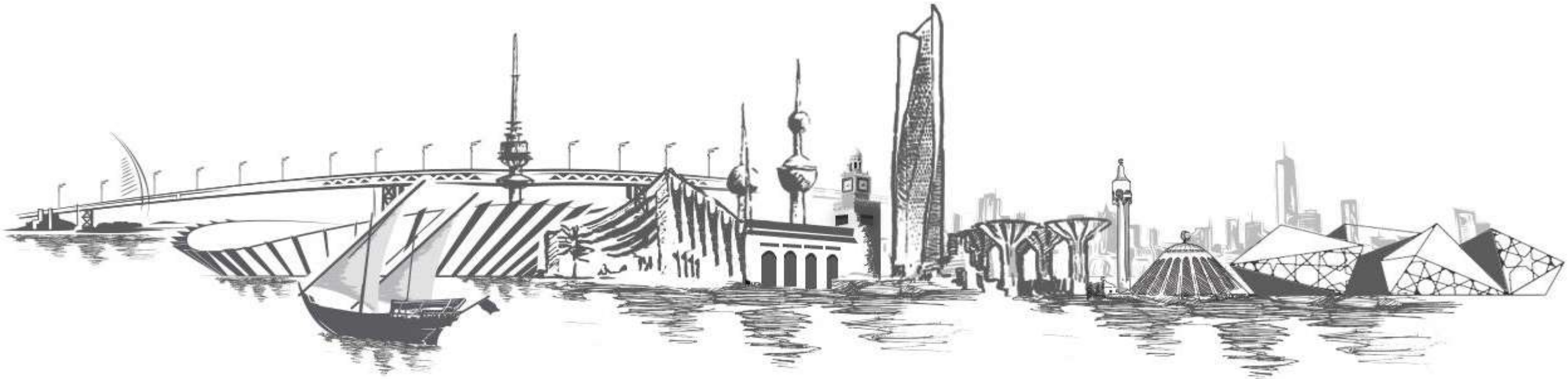
Curriculum writing

Training courses

Talented and creative

thanks

Ms. Muna Alansari – General Supervisor of Sciences, Ministry of Education - Kuwait



The Impact of Game-Based Learning on Academic Performance of University Students

Dr. Vladimir Simovic
Scientific Research Center,
Australian University

Why game-based learning?

General gaming statistics

- **2.5 billion people played video games in 2019.**
- **70% of video gamers are aged 18 or higher.**
- **In 2019, 63% of mobile gamers are female.**
- **85% of the video gaming industry revenue comes from free-to-play games.**

Source: Review 42

Why game-based learning?

General Gaming Statistics

- **52% of gamers play on their personal computers.**

- **In 2019, the gaming industry has generated total revenue of $151.9 billion.**

- **According to mobile app statistics from our app launch checklist, in 2019 around 2.1 billion individuals were playing mobile games.**

Source: Review 42

Why people play games?

Three motivation components:

1. **Achievement component,**
2. **Social component**
3. **Immersion component**

Source:

Yee, Nick. “Motivations for Play in Online Games.” CyberPsychology & Behavior 9.6 (2006): 772-75. Web. 17 Oct. 2016.

Why game-based learning?

Students and gaming

- **97% of students spend on average 4 or more hours per week playing games**
- **Playing video games provides young people with:**
  - **a way to read,**
  - **improves their self-confidence and reading skills,**
  - **promotes their creativity and writing,**
  - **supports positive communication with family and friends,**
  - **increases empathy, and supports mental well-being.**

Source: National Literacy Trust

Question?

An example of the Educational Game - Variant

Game-Based Learning Research

- **Game based learning as a keyphrase gives 4.120.000 results in Google Search**

- **The research conducted by Hung et al. (2018) provide empirical evidence that game based learning has a positive impact on students learning motivation and learning outcomes.**

Our Project

- State of the art
- Research Objective
- Sample and the methodology
- Expected results

Thank you!

Dr. Vladimir Simovic

Scientific Research Center

Australian University

v.simovic@ack.edu.kw

Transformation of Higher Education for the Fourth Industrial Revolution

Yves Khalil
Higher Education Industry Lead
Microsoft Middle East & Africa HQ

The world has changed

The desire to leverage new opportunities and experiences from digital technology has shifted to a global imperative

#RemoteEverything

“As COVID-19 impacts every aspect of our work and life, we have seen two years’ worth of digital transformation in two months

Satya Nadella, Microsoft CEO
April 2020

THE WORLD UNIVERSITY RANKINGS

Global HE as we know it has forever changed. Coronavirus: global student flows to suffer 'massive hit' for years

TheScientist
EXPLORING LIFE, INSPIRING INNOVATION

After Conference Cancellations, Some Scientists Find a Way

INSIDE HIGHER ED

The Shift to Remote Learning: The Human Element

The Mercury News

Stanford students want the university to lower tuition this quarter

The Economist

How covid-19 is interrupting children's education

Covid-19 will "absolutely" affect the admissions procedure for Miami University in Ohio, says Bethany Perkins, the director of admissions.

THE CHRONICLE OF HIGHER EDUCATION

How Is Covid-19 Changing Prospective Students' Plans? As the Coronavirus Scrambles Colleges' Finances, Leaders Hope for the Best and Plan for the Worst

The Washington Post
Democracy Dies in Darkness

'An earthquake': Coronavirus crisis rocks higher education, forcing students and professors into uncharted territory

…what faculty are now attempting — **to change methods midstream on a mass scale**, ditching face-to-face teaching within a week or two — **has few precedents**.

Global Trends Driving Change in Education

World Economic Forum

Lifelong Learning Pathways

21st Century Curricula

Relevant Specialized Education

Education Innovation

World Economic Forum. 2018. *Education and Skills: A dynamic briefing.*

The engines of our future

- Artificial Intelligence
- Internet of Things
- Mixed Reality
- Blockchain
- Quantum Computing

“

Shaping the fourth industrial revolution to ensure that it is empowering and human-centered, rather than divisive and dehumanizing, is not a task for any single stakeholder or sector, or for any one region, industry, or culture. The fundamental and global nature of this revolution means it will affect and be influenced by all countries, economies, sectors, and people.

“

World Economic Forum Founder and Executive Chairman, Professor Klaus Schwab

The Fourth Industrial Revolution (2017). New York: Crown Business.

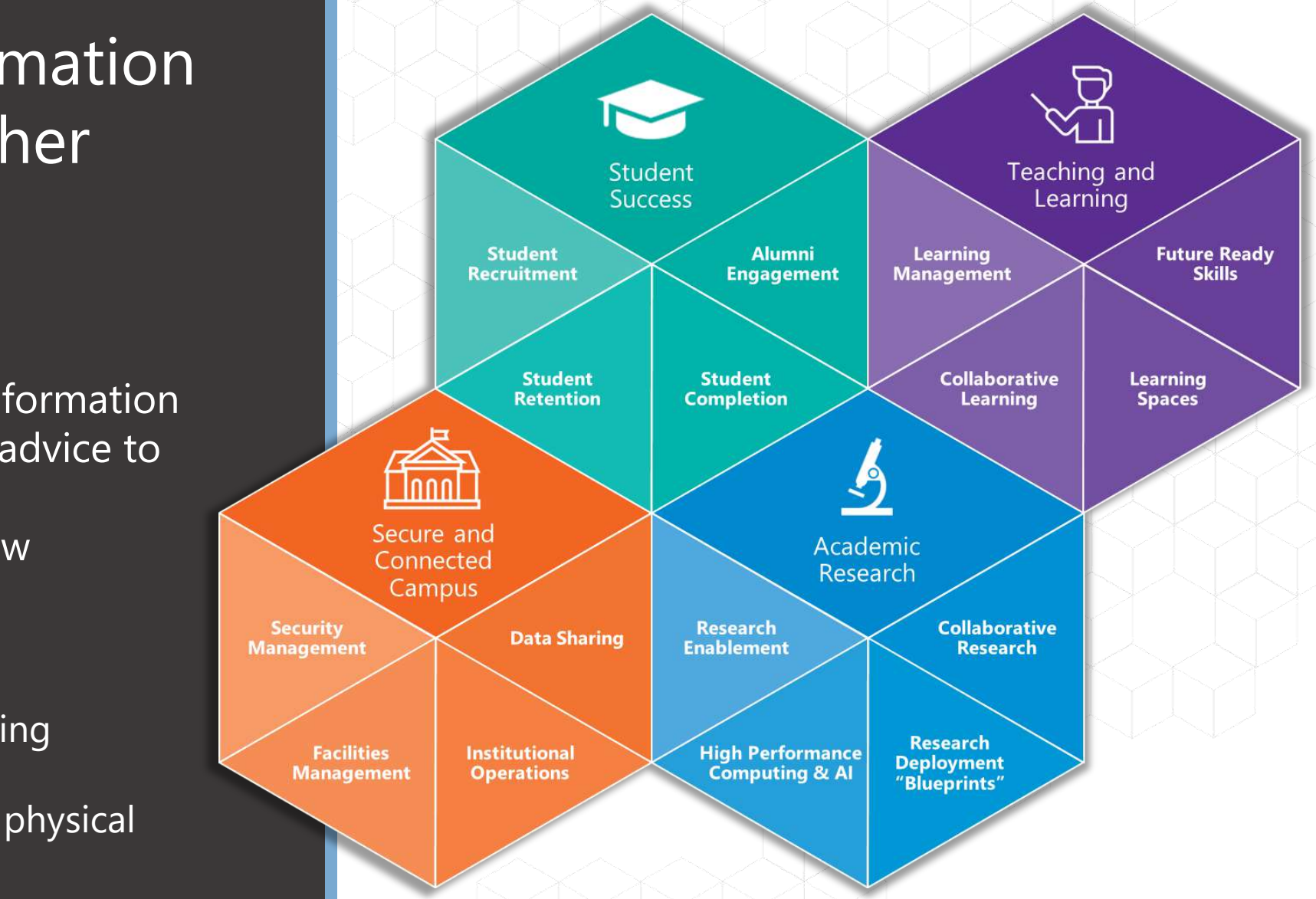
A Few Trends We are Seeing in Higher Education

- Secure Learning Platforms
- Hybrid to Multi-Modal
- Personalized Learning Experiences
- Digital Credentials
- Micro Credentials
- Data Informed Decision Making
- Device as a Service
- Collaborative Innovation

Education Transformation Framework for Higher Education

The Microsoft Education Transformation Framework provides practical advice to develop a strategy for digital transformation; supporting new approaches to:

- Manage student success
- Modernize teaching and learning
- Empower research
- Provide efficient and effective physical and digital infrastructure



Platforms for Transformation

Microsoft Partner Solutions for Education

Microsoft Teams: Collaboration and Learning Experience Hub

Productivity and Collaboration

Microsoft 365

Data Visualization and Automation

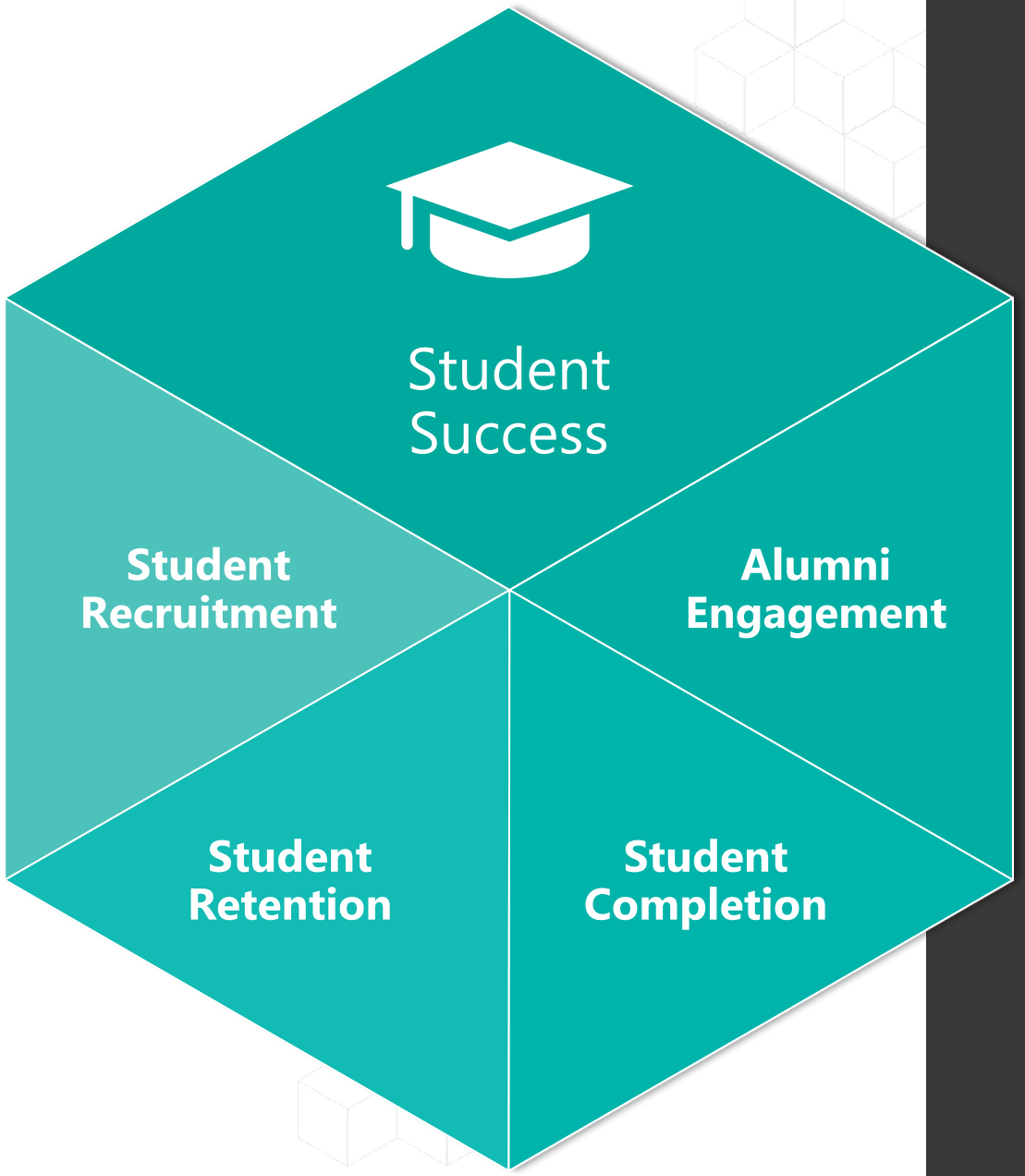
Power Platform

Workflow Engines

Microsoft Dynamics 365

Azure

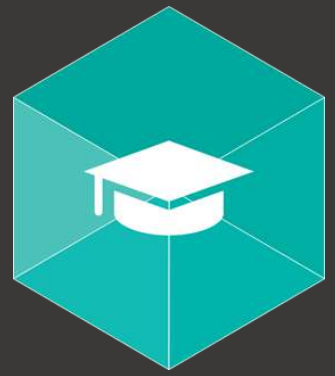
Core Infrastructure, Data Collection and Connection



Attract students, drive student outcomes, and connect with students in lifelong relationships

From recruitment and enrollment, on through the academic years and into alumni relationships, **Student Success** goes to the heart of what it means to offer an optimal educational experience for the long term, underscored by an honest and thorough assessment of institutional performance and student outcomes.

Attract students, drive student outcomes, and connect with students in lifelong relationships



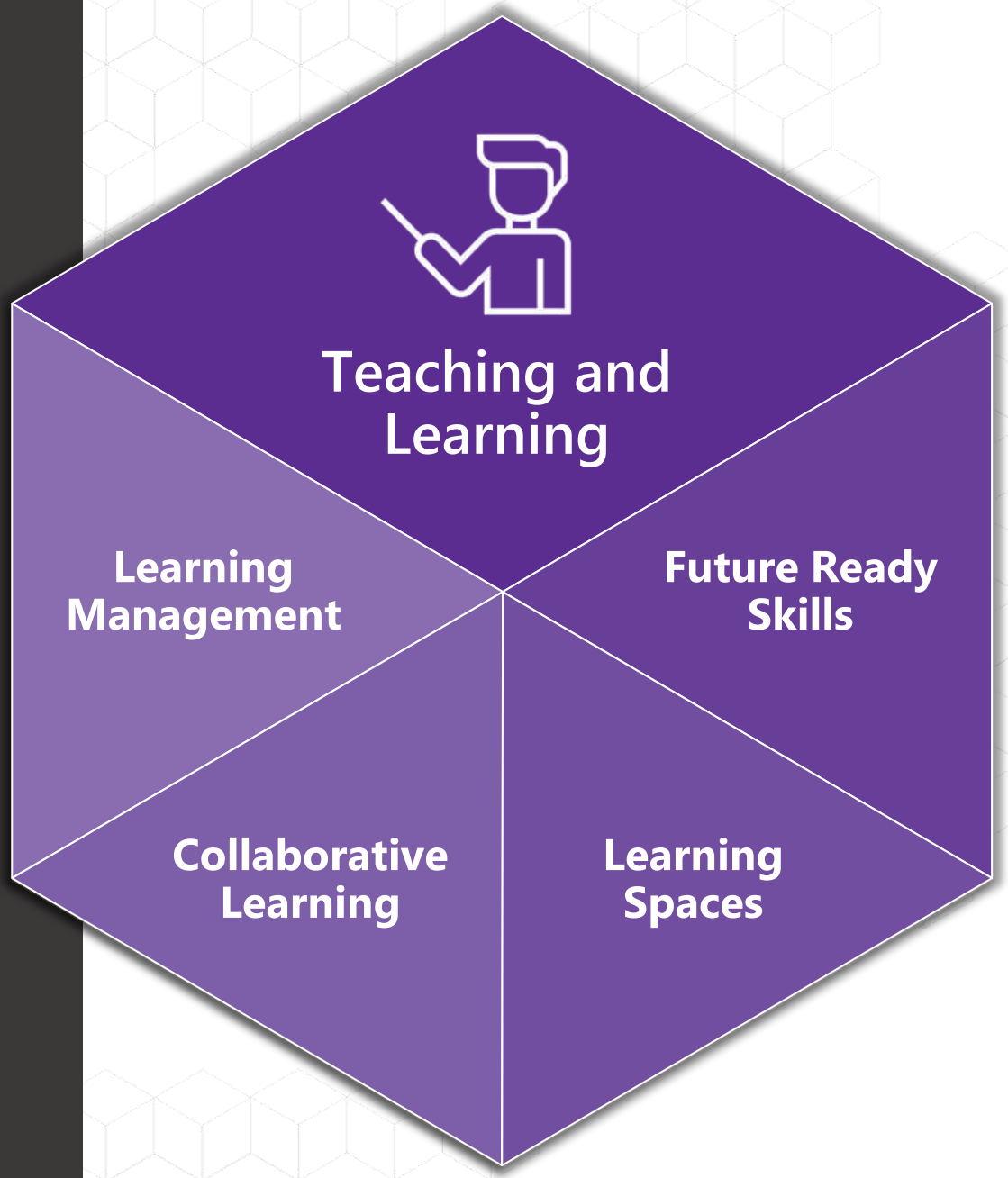
Capabilities	Platform	Example Partners
Data Visualization and Analytics	• Power BI	• Valorem • Mazik Global • Analytikus
Data Automation	• Power Automate • Power Apps • Azure Data Lake • Azure Machine Learning	• Discourse Analytics • Tarewe
Workflow Engines	• Dynamics 365	• Anthology *(formerly Campus Management)* • Frequency Foundry • Unit4 • Masik Global • OneWorldSIS

The partners listed are for example only. For a complete list of partners in your area, please ask your Microsoft account team.

Build a culture that empowers academics to do their best work

Teaching & Learning leverages new technologies while enabling new processes that accelerate curriculum exploration and better meet the needs and expectations of all learners.

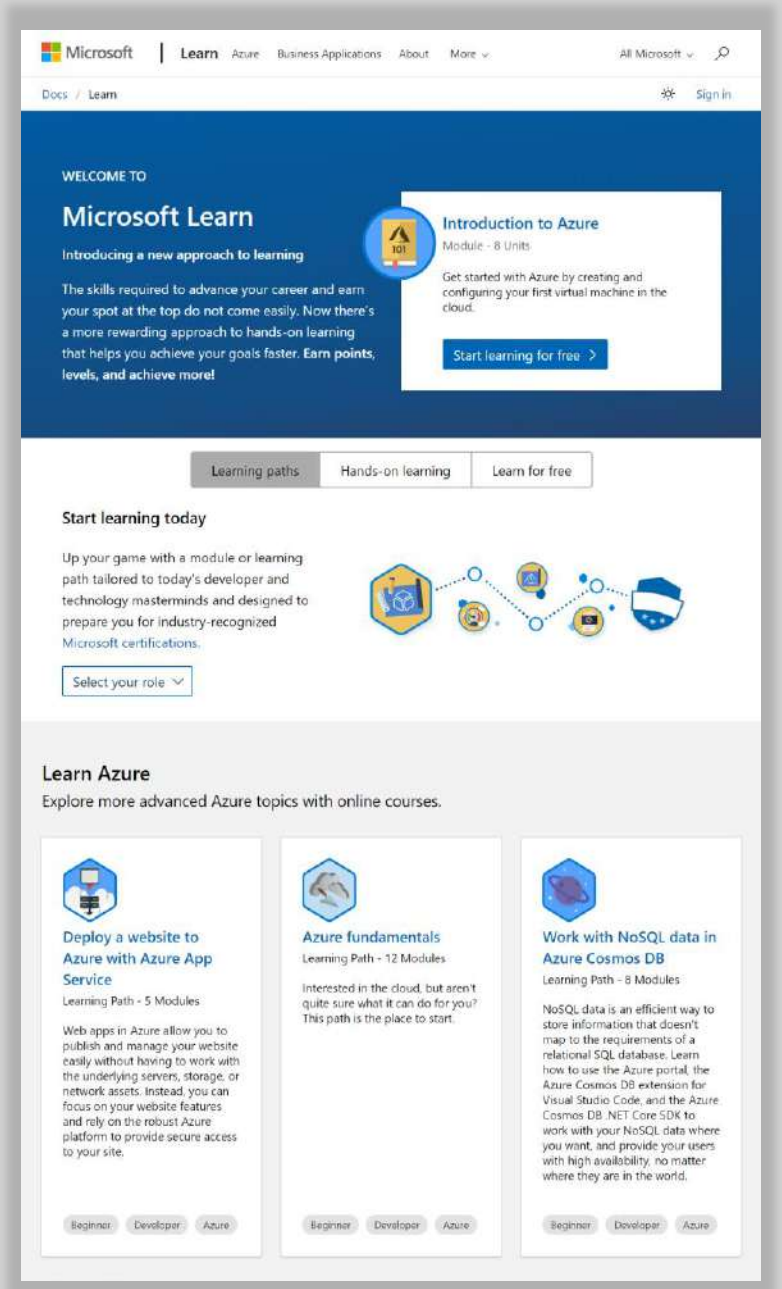
Nurture a growth mindset in students, emphasizing future ready skills to help them thrive in jobs not yet invented.



Microsoft Learn

https://aka.ms/learnforedu

- Learn what technology does or prepare for role-based certification
- Step-by-step, bite-sized tutorials and engaging modules
- Learning paths with interactive labs, sample code, and free test drive products
- From beginners to advanced learners
- Ready-to-teach resources and teaching guides for Educators



*exam in beta

Training & certifications

Role-based

Technical skills required to perform a job

Azure

(Apps & Infra)

- Azure Solutions Architect
- Azure Administrator
- Azure Developer*
- Azure Security Engineer

(Data & AI)

- Azure Data Scientist
- Azure AI Engineer
- Azure Data Engineer

Modern Workplace

- Microsoft 365 Enterprise Administrator *(Learn FY20Q4)*
- Microsoft 365 Modern Desktop Administrator
- Microsoft 365 Messaging Administrator^ *(Learn FY20Q4)*
- Microsoft 365 Security Administrator
- Microsoft 365 Teams Administrator
- Microsoft 365 Developer*

Business Applications

- Power Apps + Dynamics 365 Solution Architect* *(ILT 3/19/2020)*
- Dynamics 365: Finance and Operations Apps Solution Architect* *(ILT 3/19/2020)*
- Dynamics 365 Sales Functional Consultant
- Dynamics 365 Customer Service Functional Consultant
- Dynamics 365 Marketing Functional Consultant
- Dynamics 365 Field Service Functional Consultant
- Dynamics 365 Finance Functional Consultant
- Dynamics 365 Supply Chain Management, Manufacturing Functional Consultant
- Dynamics 365 Supply Chain Management Functional Consultant
- Power Apps + Dynamics 365 Developer
- Dynamics 365: Finance and Operations Apps Developer*

Expert

Associate

Fundamentals

Foundational understanding of technology

- Azure Fundamentals
- Azure Data Fundamentals*
- Azure AI Fundamentals*
- Microsoft 365 Fundamentals
- Dynamics 365 Fundamentals*
- Power Platform Fundamentals

Specialty

Deep technical skills managing industry solutions

- Azure for SAP Workloads
- Azure IoT Developer* *(Learn FY20 Q4)*

Student Ambassador Program Benefits

- Microsoft 365 w/ Office & Teams
- USD150 monthly Azure Credit
- Visual Studio Enterprise Sub
- LinkedIn Learning
- MTC certification exam voucher
- Name.com domain name
- Techsmith Snagit & Camtasia

- Alpha benefits
- Swag
- Event Support
- Mentorship
- Access to Ambassador Summits

- Alpha and Beta benefits
- Access special events and speaking engagements
- Program Leadership opportunities
- Participate in pilot programs
- Microsoft Most Valuable Professional (MVP) Mentorship
- May be invited to MVP program

How to Apply? Visit the official website https://studentambassadors.microsoft.com/en-us

Build a culture that empowers academics to do their best work

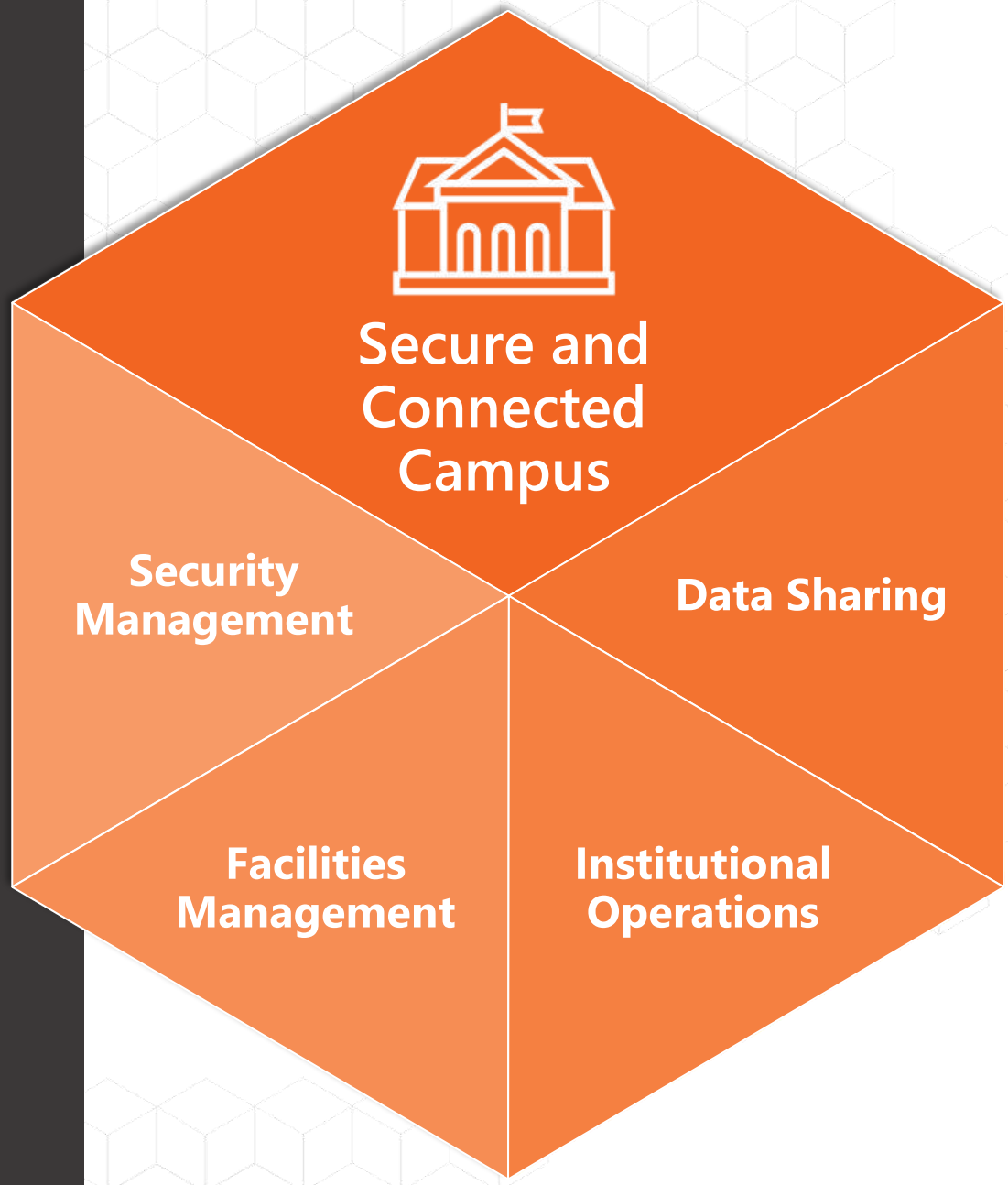
Capabilities	Platform	Example Partners
Productivity and Collaboration	• Microsoft 365 • Microsoft Surface Hub • Microsoft HoloLens	• Territorium Life • Ment.io • Moodle • Antares
Core Infrastructure, Data Collection and Connection	• Microsoft Azure • Azure Lab Services • School Data Sync	• Analytikus
Content and Certifications	• Microsoft Learn	• Pearson

The partners listed are for example only. For a complete list of partners in your area, please ask your Microsoft account team.

Rethink how to configure, optimize and manage your campus resources

College and university campuses must continually evolve to meet the growing and changing needs of students globally.

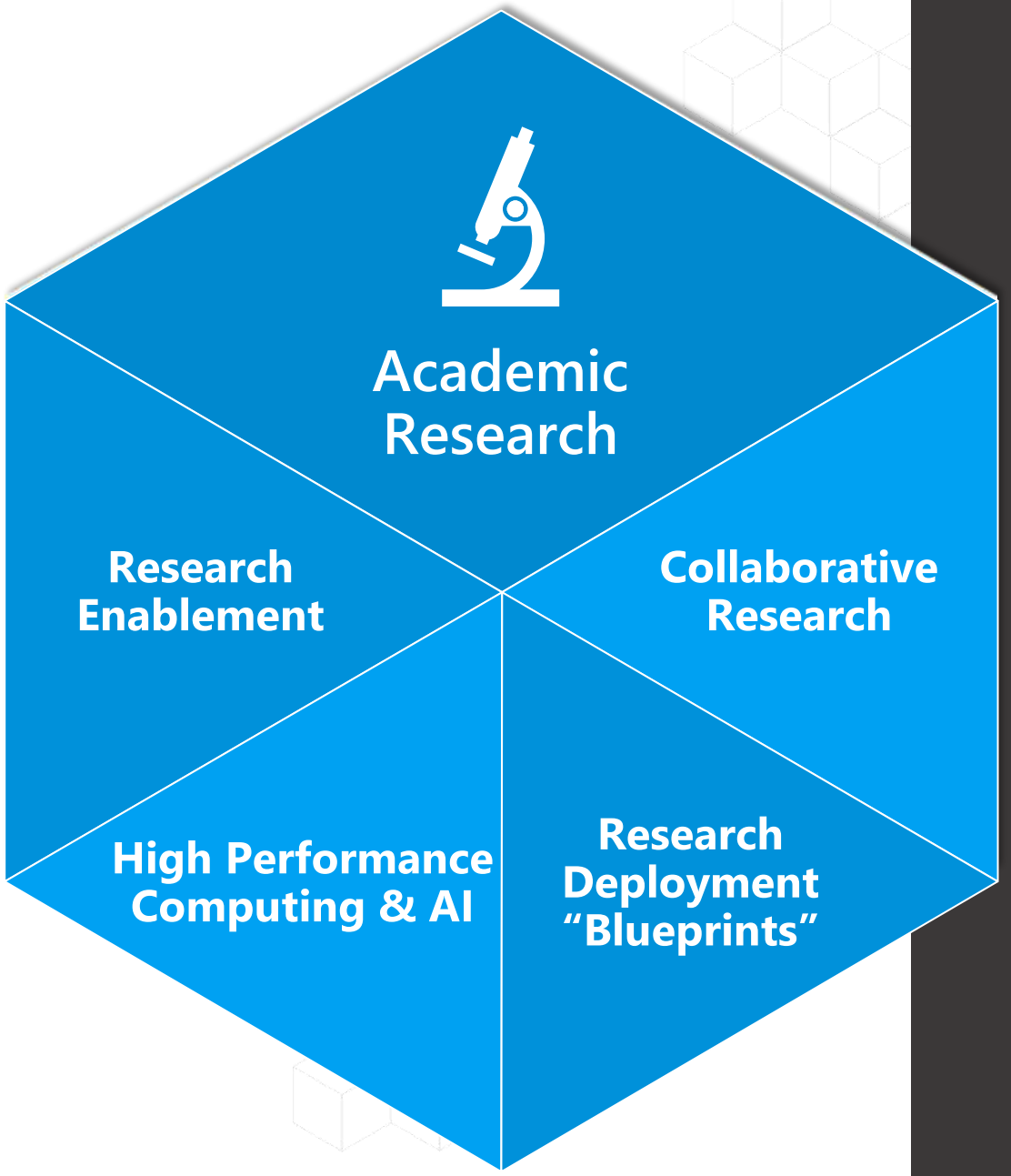
Campuses everywhere must support fluid, collaborative, and personalized learning environments, while becoming more sustainable, efficient, and secure.



Rethink how to configure, optimize and manage your campus resources

Capabilities	Platform	Example Partners
Data Visualization and Analytics	• Power BI	• Blue Granite • Analytikus
Data Automation	• Power Automate • Power Apps • Azure Data Lake • Azure Machine Learning	• Nuventive • Anthology (Campus Labs)
Workflow Engines	• Dynamics 365	• Anthology (Campus Management) • Unit4
Internet of Things (IoT) edge devices via standard containers	• Azure IoT Hub • Azure IoT Edge	• Transact • Ionics • Genetec

The partners listed are for example only. For a complete list of partners in your area, please ask your Microsoft account team.

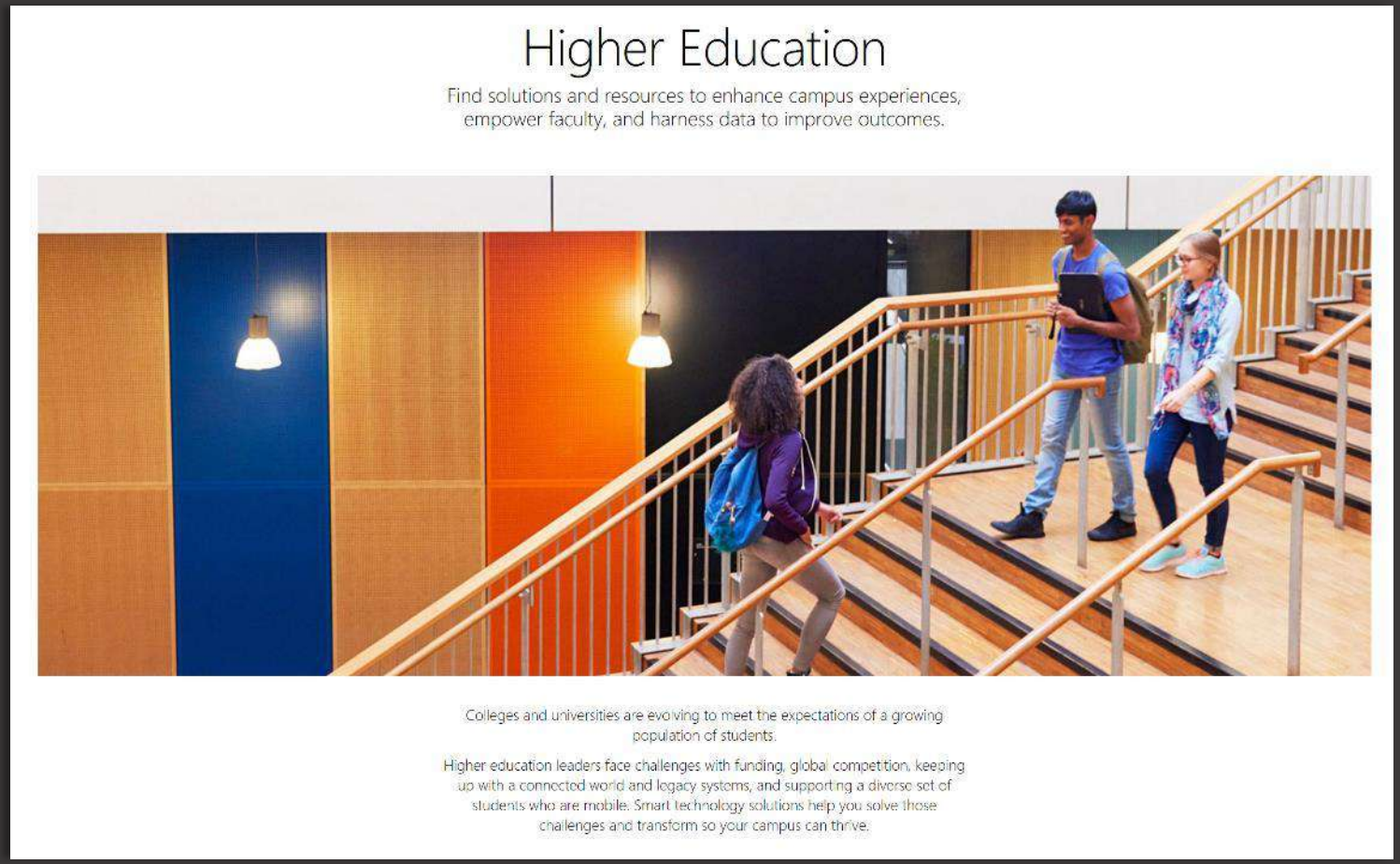


Empower all researchers with the compute they need when they need it

Academic Research is at the core of every leading higher education institution. New research paradigms which embrace cloud computing empower the research community to accelerate breakthroughs, letting 'researchers be researchers'.

Education Transformation Framework Materials Online

AKA.MS/ETFHE



Questions?

MICROCREDENTIALS

Dr Lana Belic
LINK Educational Alliance
Serbia

Objectives:

- Understand the concept and purpose of microcredentials in higher education;
- Review the European approach to microcredentials;
- Appreciate the survey key findings;
- Share a demo;

Common definition for microcredentials

A microcredential means the record of the learning outcomes that a learner has acquired following a small volume of learning. These learning outcomes have been assessed against transparent and clearly defined standards.

Courses leading to microcredentials are designed to provide the learner with specific knowledge, skills and competences that respond to societal, personal, cultural or labour market needs.

Microcredentials are owned by the learner, can be shared and are portable. They may best and alone or combined into larger credentials.

A European approach to microcredentials

Strategic documents:

- Digital Education Action Plan (2021-2027)
- European Skills Agenda

The European Skills Agenda includes 12 actions organised around four building blocks:

- A call to join forces in a collective action
- Actions to ensure that people have the right skills for jobs
- Tools and initiatives to support people in their lifelong learning pathways
- A framework to unlock investments in skills

Action 10:
A European approach to microcredentials

Building on a wide consultation and evidence-gathering exercises, on 10 December 2021 the Commission adopted a **proposal** for a Council Recommendation on a European approach to microcredentials for lifelong learning and employability.

Specifically, the proposal aims to:

- Enable people to acquire the knowledge, skills and competences they need to thrive in a changing labour market and society, so they can benefit fully from both a socially fair recovery from COVID-19 and just transitions to the green and digital economy;

- Support the preparedness of providers of microcredentials to enhance the transparency and flexibility of the learning offer in order to empower people to forge personalized learning and career pathways ;

- Foster inclusiveness and equal opportunities, contributing to the achievement of resilience, social fairness and prosperity for all, in a context of demographic change and throughout all phases of economic cycles.

To achieve these objectives, the proposal sets out a European approach recommending to Member States to:

- Apply a common EU definition, EU standards and key principles for design and issuance of microcredentials, including their portability;
- Develop the eco-system for microcredentials;
- Deliver on the potential of microcredentials to support lifelong learning and employability.

Purposes of microcredentials in national qualifications systems

Source: Survey of stakeholders representing national authorities

European Commission

Demo

Dr Lana Belic
LINK Educational Alliance
Serbia

Svetlana.Belic@institut.edu.rs

Supporting the Well-Being of Students & Faculty in Post-Pandemic Higher Education

Dr. Saliha Kozan
Director & Licensed Psychologist
Mental Health & Wellness Department

Fawzia Sultan HEALTHCARE NETWORK

Emerging Adulthood & Life Transtions

Academic Expectations

Identity Exploration (gender, sexual, cultural, religious)

Relationships (peers, family, dating/marriage)

Career Decisions

Financial Independence

Mental Health

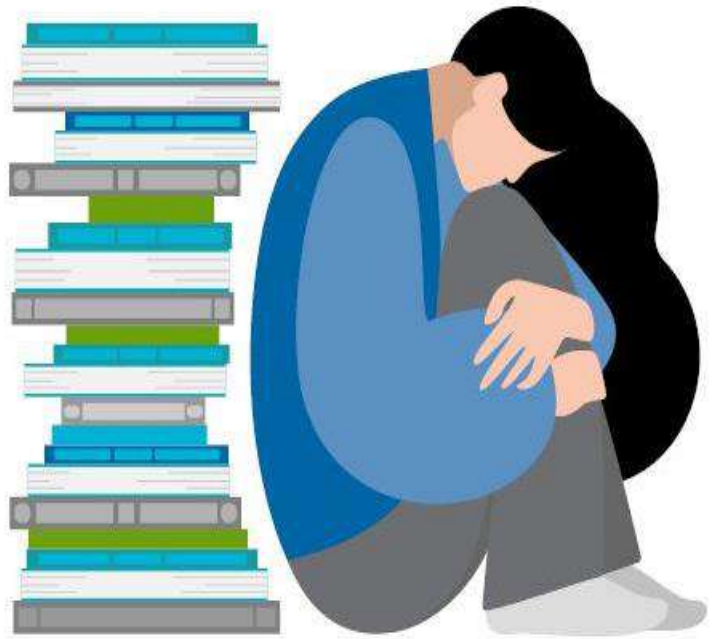
Academic Success

Higher Education during the Pandemic

- ❑ Transition to emergency remote learning
- ❑ Changes and distruptions in daily routines and structure
- ❑ Physical and social distancing leading to isolation
- ❑ Prolonged restrictions and ever-changing rules

Pandemic's Detrimental Effects on College Student Mental Health

- ❑ Depression
- ❑ Anxiety & worries (health, academic, financial)
- ❑ Grief
- ❑ Social isolation & loneliness
- ❑ Attention & concentration problems
- ❑ Sleep disturbance
- ❑ **Suicidal thoughts/behaviors**
- ❑ **Self-destructive behaviors**



Li et al., 2021; Reyes-Portillo et al., 2022

I'm up until five in the morning, and sleep through the day. Attending online lectures isn't mandatory. I sleep through it, and I just watch the lectures later.

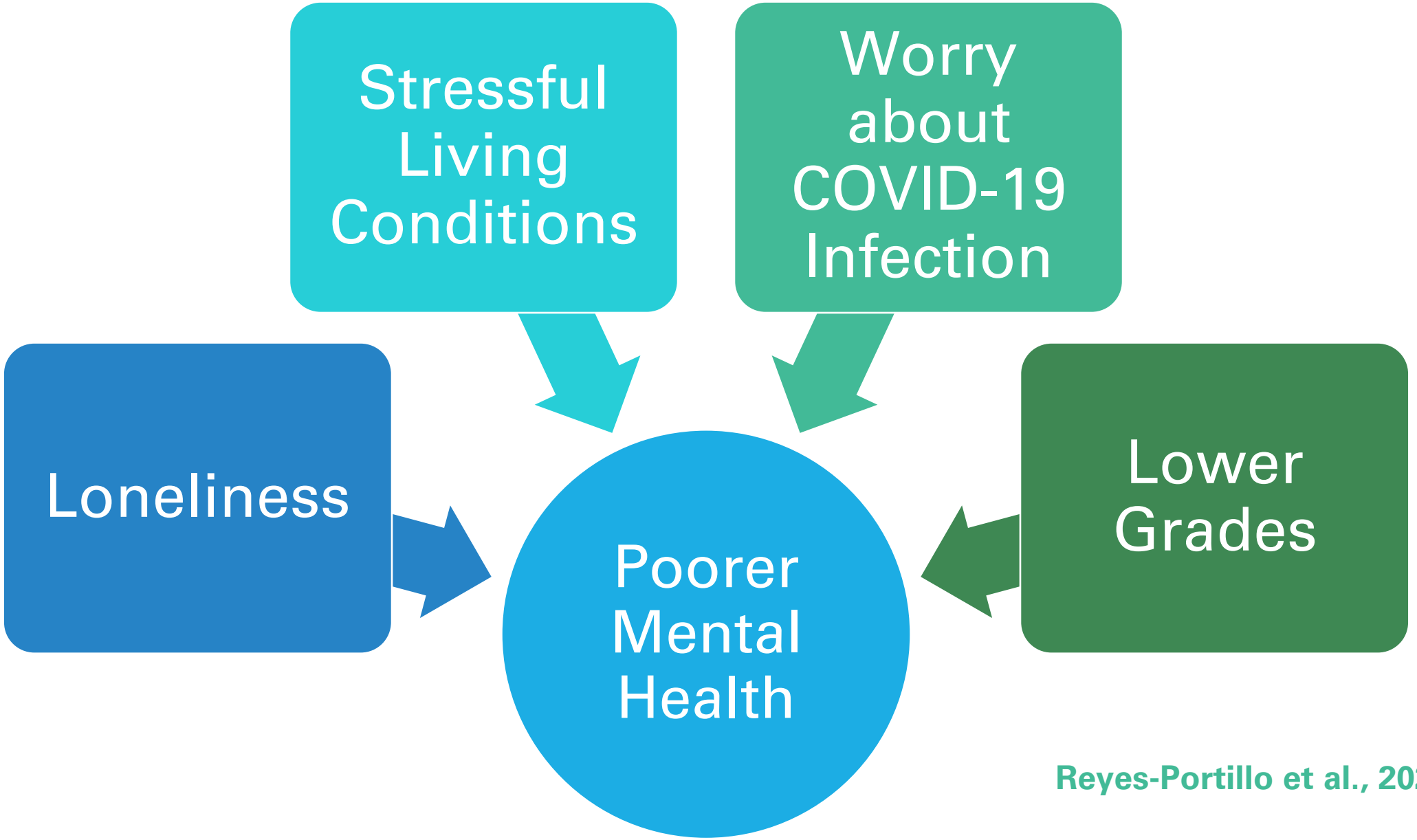
I don't see my friends that much. We have no face-to-face interaction, but only through text and video-gaming all day!

I don't have any privacy at home. I can't focus because I am constantly distracted by my brothers who have no place to play. We're all going nuts!

Staying home is fun when your family is supportive and understanding. I don't even feel physically safe at my home. It's suffocating to have no break from this place.

COVID has made my depression and anxiety a lot worse, just being in isolation and being home 24/7. I need to get out, but there's nowhere to go.

My desk is right next to my bed, so I can just go take a nap or go watch Netflix instead of attending online lectures. I'm on Twitter for hours arguing with anti-vaxxers.



Reyes-Portillo et al., 2022

Faculty on the Frontline

- From remote to hybrid to in-person teaching
- Heavier workload
- Loss of work-life balance
- Work-family role conflicts
- Caregiving roles (children, elderly)
  - Women's scholarly productivity and mental health were disproportainately affected
- Kuwait-specific stressors

The Chronicle of Higher Education, 2021

Pandemic's Effects on Faculty Mental Health

- Psychological exhaustion & burnout
- Stress, hopelessness, anger & grief
- Sense of isolation/disconnection
- Financial & job insecurity
- Lower morale & job satisfaction
  - Leaving academia

POST-PANDEMIC ERA:
HOW TO HELP STUDENTS & FACULTY RECOVER & FLOURISH?

A Strategic Framework for a Psychologically Healthy Campus

- Prioritize mental health
  - Use your power and resources to support mental health initiatives
- Collaborate with stakeholders
  - Faculty, staff, students, government and private organizations
- Train faculty and staff with interactive education
  - Recognize and respond to mental health concerns on campus
- Develop peer support programs for students, faculty & staff
- Improve access to mental health services
  - Develop a roadmap of resources
  - Fight mental health stigma – campus and online initiatives

Riba et al., 2022

Holistic Approach to Well-Being

Greater Institutional Support for Faculty

- Empathy, flexibility, & recognition
- Support personal life
  - Social activities, childcare benefits, support for adjustment to culture and life in Kuwait
- Employee Assistance Program (EAP)
  - Include mental health care in your benefits package
- Reduce workload
  - Student employment programs (student internships, assistantships)

References

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