



The International Forum

## For University Education: Future Skills & Careers

Kingdom of Bahrain – December 2025



الملتقى الدولي  
للتعليم الجامعي:  
مهارات ومهن المستقبل  
مملكة البحرين - ديسمبر ٢٠٢٥

# DEVELOPING UNIVERSITY EDUCATION PROGRAMMES IN ARAB COUNTRIES IN LIGHT OF FUTURE SKILLS AND PROFESSIONS

December 2-3, 2025



## Introduction

Considering the rapid transformations witnessed by university education globally, this international forum comes as a scientific and interactive platform that brings together a group of experts, academics and decision-makers, with the aim of exchanging visions and experiences on the development of university education and enhancing quality and excellence in universities. University education in the modern era is undergoing radical transformations that require a reconsideration of its methods and curricula, in line with the requirements of sustainable development, technological developments, and rapid societal changes. In this context, the International Forum on Developing University Education Programmes in Arab Countries in Light of Future Skills and Professions serves as a scientific and interactive platform that brings together a group of academics, experts and decision-makers from different countries of the world, with the aim of exchanging visions and experiences, and exploring ways to develop university education and enhance its quality and excellence.

This forum is jointly organised by the UNESCO Regional Centre for Quality and Excellence in Education (RCQE) and the Arabian Gulf University (AGU), emphasising the importance of regional and international cooperation in supporting the quality and excellence of education, and unifying efforts towards building a university education system capable of keeping pace with global challenges, meeting the needs of the labour market, and achieving academic and research excellence.

The forum's programme includes a series of scientific sessions, specialised workshops, and presentations that cover multiple topics such as digital transformation in university education, academic quality and accreditation, innovation in curricula and teaching methods, international cooperation in higher education, and the inclusion of artificial intelligence in university education. The forum also provides participants with the opportunity to interact directly, exchange experiences, and build future cooperation networks.

We believe that this forum will be a starting point towards developing more quality and effective educational policies, and promoting a culture of quality and excellence in university education institutions, in a way that prepares generations capable of creativity and innovation, and effectively contributing to building the knowledge societies that higher education institutions in Arab countries aspire to in particular.

## Common Message




President of the Arabian Gulf University,  
Kingdom of Bahrain  
**Dr. Saad Bin Saud Al Fahaid**



Director-General of the UNESCO Regional Centre  
for Quality and Excellence in Education  
**Dr. Abdulrahman Bin Ibrahim Al-Mudaris**

In a rapidly changing world where the importance of innovative human capital is growing, and where universities seem to be the main driver of future readiness, UNESCO-RCQUE and AGU are organising the International Forum on “Developing University Education Programmes in Arab Countries in Light of Future Skills and Professions” .

The rapid changes in skills required in the labour market, coupled with pressing global challenges, foremost among them climate change and the requirements to achieve the Sustainable Development Goals (SDGs), require us to rethink our academic programmes, curricula and methods of university education. We must adopt modern formulas that fill the gap between the outcomes of our university education and the requirements of the new reality, not only in specialised skills, but also in instilling the values of sustainability and social and environmental responsibility.



It is no longer enough to equip students with basic skills such as critical thinking, problem-solving, adaptability, continuous learning, emotional intelligence, and collaboration, but it is necessary to integrate future skills such as data manipulation, artificial intelligence, advanced technological knowledge, along with a deep understanding of sustainability and climate challenges, in line with global efforts, foremost of which is the fourth SDG, which is to ensure quality, equitable and inclusive education for all and promote lifelong learning opportunities for all.

Our ambition regarding this forum is for researchers, academics and decision-makers to come up with practical recommendations that contribute to drawing a roadmap for innovative, comprehensive and sustainable Arab university education that not only keeps pace with the labour market but contributes to creating a more stable and resilient future and produces a generation capable of leading the green transition and facing global challenges, which achieves competitiveness and makes the Arab graduate a high-end global choice.

On behalf of all of you, we would like to extend our sincere thanks to Their Excellencies who participated in the sessions of the forum, and to all those who planned, contributed and supported this important event. Ten committees have worked diligently and diligently to achieve the desired goals.

Thanks are extended to the speakers in the forum's tracks and the six accompanying workshops. We also extend special praise to the supporting parties from the companies and institutions that sponsored the forum, which contributed to the provision of good reception and hospitality, in the hope that we will always enhance the quality and excellence of education in our Arab countries.

Once again, we welcome all of you and wish you a fruitful and successful engagement. UNESCO-RCQE and AGU in the Kingdom of Bahrain.



## Acknowledgment of Sponsors

The UNESCO RCQE and AGU extend their thanks and appreciation to the sponsors and funders of the International Forum on the Development of University Education Programmes in Arab Countries in Light of Future Skills and Professions for their generous support and valuable contribution that had the greatest impact on the success of the activities of the forum, which will be held from 2-3 December 2025 in the Kingdom of Bahrain, in the presence of a number of their Excellencies, Ministers of Higher Education and Scientific Research from various Arab countries, as well as academic experts, researchers, representatives of the private sector, regional and international organisations such as UNESCO, among others.

This effective partnership contributes to providing the ideal environment for the exchange of knowledge, experiences and ideas, which enables participants to make the most of the forum's discussions, outputs and recommendations, and to leave a clear positive imprint towards supporting the development of university academic programmes in in light of future skills and professions, in particular updating university education programmes and curricula to keep pace with global driving forces and accelerated scientific and professional developments, especially in the fields of artificial intelligence and the accelerated smart transformation of professions, and linking higher education outcomes to the needs of the rapidly changing labour market, to ensure the preparation of a qualified Arab generation to face the requirements of the present and the challenges of the future.

You are key partners in this success, and we look forward to continuing this fruitful cooperation in future projects that contribute to achieving common development goals and achieving progress in sustainable development at the national, regional and global levels.





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The logo for STC (Saudi Telecom Company) is displayed in white lowercase letters on a solid purple rectangular background. The letters 's', 't', and 'c' are bold and sans-serif. The 't' has a distinctive design with three small squares stacked vertically above its stem.



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## Presentation of the UNESCO-RCQE

### **Ministerial Reference Document** **“Reference Framework for the Development of University Education Programmes in Light of Future Skills and Professions”**

#### Speakers:



**Dr. Fatima Al Ruwais**  
UNESCO-RCQE Deputy Director-General



**Dr. Chokri Barhoumi**  
Knowledge Management Specialist at UNESCO-RCQE

#### Description:

The session aims to present the UNESCO-RCQE ministerial reference document “The Reference Framework for the Development of University Education Programmes in Arab Countries in Light of Future Skills and Professions”, for which the decision for adoption and implementation in Arab countries was issued at the 19th Conference of Arab Ministers of Higher Education and Scientific Research, held in the United Arab Emirates in Abu Dhabi during the period (27-28) November 2024. The decision to apply the document in Arab countries aspires to draw new features for Arab higher education, calling on the Arab League of Educational, Cultural and Scientific Organisation (ALECSO) to cooperate with the centre to enable the initiatives of the Ministries of Higher Education and Scientific Research in Arab countries.

The framework was developed based on a diagnosis of the reality of the practices of Arab countries in the study sample (the Kingdom of Saudi Arabia, the State of Qatar, the Arab Republic of Egypt, the Hashemite Kingdom of Jordan, and the Republic of Tunisia) in the field of developing university programmes, and by benefiting from the experiences of the best-practicing countries (Australia, the United States of America, England, Denmark, and Japan) in the field of university academic programme transformation in light of the skills required by future professions.

The session discusses the five main components of the reference framework and presents its general structure (Illustration No. 1). These components are represented in the general variables in the driving forces of future skills and professions that the current document recommends that university programmes in Arab countries in the 21st century ought to be compatible with so that they are not isolated from their economic, technological, cognitive, environmental, regional, and global environment, and the general trends in the fields of future professions and skills, and the general trends and policies in the field of university development mechanisms (competitiveness in higher education, institutional independence, and governance from its modern perspective in university education, lifelong learning, the internationalisation of university education and the international movement of students and faculty), and modern university programme formats that fill the skills gaps between university programme outcomes and the requirements of a rapidly changing market and workplace (the format of interdisciplinary programmes, the format of international cooperation programmes, and the format of programmes that recognise prior learning and work experiences, and the format of professional certificate programmes and short courses).

The session discusses the dimensions of the reference framework and its ability to intelligently measure skills in academic programmes by employing artificial intelligence to classify university programmes according to the levels of balance in knowledge and skills between their outputs and the requirements of the labour market, in partnership with the UNESCO Regional Centre for Quality and Excellence in Education, by classifying them into four portfolios (high balance in skills programmes, programmes that provide higher skills not significantly required by the labour market, programmes that suffer from skills gaps, Low-skills balance programmes), and its governance by making appropriate decisions for each portfolio, such as reducing admission and registration in programmes that suffer from low-skills balance, sending specialized committees to evaluate programmes that suffer from skills gaps, identifying weak areas in this type of program, and motivating, encouraging and rewarding programmes that are characterized by a high skills balance between their outputs and the requirements of the market and workplaces.

The session also discusses the capabilities of artificial intelligence in analyzing data on academic programmes in Arab countries and data on places and the labour market through deep learning algorithms to identify the skills that university graduates lack and predict trends in demand for future skills. The session also discusses the framework in its dimensions, including the use of artificial intelligence to help analyze job advertisements via search engines and directories to identify academic skills and specialisations that are likely to be in high demand, and skills and specialisations that are no longer in demand in workplaces and the labour market, and make appropriate decisions about them (reviewing or closing an academic program, for example). The session also discusses the mechanisms for integrating artificial intelligence into the work of quality assurance and academic accreditation bodies, especially in light of the availability of big educational data, and the shift towards intelligent automated accreditation of academic programmes, by employing artificial intelligence in evaluating and assessing academic programmes before their launch during the academic year thanks to the intelligent measurement of quality standards and indicators, as well as after the completion of the academic program during the same academic year through the intelligent evaluation of learning results and outputs As well as an intelligent measurement of the extent to which the academic program is able to enhance graduates' access to decent work for all (Goal 8 of the SDGs 2030), for which graduates joined this academic programme, discounting graduates working in temporary jobs that are not related to their academic specialisation.




## Document of the Reference Framework for the Development of University Education Programmes in Arab Countries in Light of Future Skills and Professions

The **Reference Framework for the Development of University Education Programmes in the Arab Countries in Light of Future Skills and Professions** provides a regional roadmap adopted by the Ministers of Higher Education and Scientific Research at their nineteenth conference in Abu Dhabi in November 2024. The document aims to support Arab universities in aligning their academic programmes with the requirements of the future of professions and skills, and to address the balance gap between education outcomes and the needs of labour markets.

The document is based on an analytical and comparative study of the reality of the development of university programmes in Arab countries, against leading international experiences, and proposes an integrated framework based on five basic components, including: the **driving variables for future careers, the fields of future professions, future skills, university development policies and mechanisms, and the formulas of modern academic programmes.**

The document includes a procedural guide to activate this framework through clear implementation mechanisms, including: enhancing competitiveness in higher education, developing directed institutional independence, supporting private university education in accordance with SDGs, integrating future skills into university programmes, activating lifelong learning, internationalising university education, in addition to mechanisms for recognising prior learning and work experiences. This document is a regional reference that enhances the quality and efficiency of university programmes and enables Arab countries to build higher education systems that keep pace with global transformations and are capable of equipping youth with the required skills for future jobs, in support of achieving Goal 4.4 and Goal 4.3 of the SDGs.



To view the Reference Framework for the Development of University Education Programmes in the Arab Countries in Light of Future Skills and Professions and its application in Arab countries, please scan the login through the following QR codes:

**Full document**  
**UNESCO Regional Centre for**  
**Quality and Excellence in Education**  
**Document**

Reference Framework for the  
Development of University Education  
Programmes in Arab Countries in Light  
of Future Skills and Professions



**Document Summary**  
**UNESCO Regional Centre for**  
**Quality and Excellence in Education**  
**Document**

Reference Framework for the  
Development of University Education  
Programmes in Arab Countries in Light of  
Future Skills and Professions



## Ministerial Session of the International Forum

### The Future of University Education in the Arab Countries

#### Participants:



**H.E. Dr. Mohamed bin Mubarak Juma**  
Minister of Education, Kingdom of Bahrain



**H.E. Prof. Dr. Marwan Jamil Al-Halabi**  
Minister of Higher Education and Scientific Research,  
Syrian Arab Republic



**H.E. Dr. Yacoub Ould Moine**  
Minister of Higher Education and Scientific Research of  
the Islamic Republic of Mauritania



**H.E. Mr. Mohamed Maalanine Ould Eyih**  
Minister of Vocational Training, Handicrafts and Crafts of  
Mauritania



**H.E. Dr. Mohammed Al-Zahrani**

Representative of His Excellency the Minister of Education  
of the Kingdom of Saudi Arabia



**H.E. Dr. Jassim Al-Ali**

Representative of His Excellency the Minister of Higher Education and  
Scientific Research and Secretary General of Public Universities in the  
State of Kuwait



**H.E. Dr. Hareb Mohammed Al Jabri**

Representative of the Minister of Education and Higher education  
of the State of Qatar, Assistant Undersecretary for Higher Education  
Affairs

## Description:

The session, attended by a number of His Excellencies the Ministers of Higher Education of Arab countries, aims to develop visions, mechanisms, and strategic formulas for updating university education programmes and curricula in Arab countries to keep pace with global driving forces and rapid scientific and professional developments, particularly in the fields of artificial intelligence and the accelerated smart transformation of professions.

Following the presentation given by Her Excellency Dr. Fatima Al-Ruwais, Deputy Director-General and Dr. Chokri Barhoumi, Knowledge Management Specialist at UNESCO-RCQE, related to the proposed reference framework, the decision to adopt and implement which was issued in the Arab countries at the 19th Conference of Arab Ministers of Higher Education and Scientific Research, held in the United Arab Emirates in Abu Dhabi during the period



(27-28) November 2024, the ministerial session discusses many topics and comprehensive and sufficient answers to many questions related to the mechanisms and formulas for unifying Arab efforts and policies to advance university education and prepare it to keep pace with the challenges of the era. Among some of the topics discussed are identifying the areas of future professions imposed by global driving forces, especially technological ones, and identifying the future skills required in these areas of professions, and focusing on basic future skills such as effective communication that serves as a bridge to knowledge and skills, critical thinking, problem solving, innovation, and digital and AI skills, which may be poorly focused or not currently present in traditional curricula.

The session discusses the gradual shift towards modernising university academic curricula and programmes to flexibly align with global driving forces and meet labour market needs, while encouraging the link between academic learning and practical training. The session also discusses the extent of Arab adoption of modern university programme formats that fill the skills gaps between the outcomes of university education programmes and the requirements of the market and workplaces, such as interdisciplinary and dual programmes, joint Arab international cooperation programmes, academic exchange and student training between Arab universities, programmes for recognising prior learning and work experience, mutual recognition of academic certificates between Arab countries, professional certificate programmes, and self-learning/personal programmes. Their Excellencies the Ministers will also discuss the trend towards intelligent measurement of skills in academic programmes by employing AI to classify university programmes according to the levels of balance in knowledge and skills between their outputs and the requirements of the labour market, and using AI in quality in education to analyse data on academic programmes in Arab countries, as well as data on locations and the labour market, using deep learning algorithms to identify skills lacking by university graduates and predict trends in demand for future skills. This will help educational authorities intelligently evaluate and assess academic programmes to enhance the alignment of their outcomes with future skills and professions.

In light of the significant increase in the use of AI in quality standards and indicators in education, the session discusses directing educational decision-makers in Arab countries to employ AI to help analyse job advertisements through relevant search engines and directories to identify academic skills and specialisations that are likely to be in increasing demand, and skills and specialisations that are no longer in demand in workplaces and the labour market, and make the appropriate decision about it (reviewing or closing an academic program, for example). In light of the rapid developments, the session discusses the extent of the ability to reconsider the working methods of education and training evaluation and assessment bodies by updating the mechanisms and formulas for ensuring quality and academic accreditation through both pre- and post-evaluation of the academic program, and not limiting itself only to post-evaluation to avoid educational loss for higher education students, as well as discussing the possibility of integrating AI into ensuring quality and academic accreditation,



especially in light of the availability of big educational data shifting towards intelligent, automated accreditation of academic programmes, emphasising the importance of evaluating existing educational policies and ensuring the quality of higher education outcomes in line with regional and global standards. The session will also discuss mechanisms for enhancing joint Arab cooperation and integration in the field of higher education and scientific research to exchange expertise and successful experiences, and develop a joint Arab charter for scientific research ethics, in order to monitor the use of AI in writing scientific research, and reduce the risks of these research ethics on the credibility of scientific research outputs and on the economy and society.

## Forum Session of the Heads of Organisations

### The Role of Regional Organisations in Development of University Education


#### Participants:

1. **Mr. Salah Khaled**, Representative of the Director-General of UNESCO
2. **His Excellency Prof. Dr. Amr Ezzat Salama**, Secretary General of the Union of Arab Universities
3. **Ms. Shirley Choppy**, Chief Executive Officer, UNESCO-IECD
4. **H.E. Dr. Mohammed Al-Moqbel**, Director General of the Arab Bureau of Education for the Gulf States

#### Description:

The session aims to issue practical recommendations to transform university education into a key contributor to educational transformation initiatives to prepare for the future and ensure comprehensive sustainable development in Arab countries. The session of heads of organisations is characterised by the presence of leaders of regional educational, cultural and scientific work, where discussions focus on mechanisms to support the implementation of the guiding framework for developing university education in Arab countries, with a focus on aligning its outcomes to be compatible with the requirements of future skills and professions. In this session, the forum participants will develop an approach to setting development priorities and strengthening partnerships between regional organisations concerned with education. Regional organisations can significantly contribute to supporting the implementation of the reference framework in several pivotal ways, by facilitating the development of a unified regional qualifications framework that recognises future skills and competencies relevant to the common regional labour market, and working to harmonise quality assurance and academic accreditation standards among Member States to ensure consistent quality of educational programmes.

The session also discusses mechanisms for capacity building and knowledge exchange between Arab countries, organising regional workshops and conferences to exchange best practices and experiences between educational institutions, policymakers, and employers. The session for heads of organisations also discusses the importance of training-of-trainers programmes, providing specialised training programmes for faculty members and academic leaders to equip them with the knowledge and tools necessary to update curricula, and developing regional digital platforms for sharing open educational resources, case studies,



and research on future labour market requirements. The session also discusses the role of regional and international organisations in funding and financial support by providing grants and funding initiatives, and launching regional funds to support joint collaborative projects in the field of curriculum development and educational innovation. It also supports research and development projects and directs financial support to research initiatives focused on identifying emerging skills and new technologies of regional importance.

The session also addresses the importance of activating partnerships and cooperation, especially between the public and private sectors, and acting as a bridge between higher education institutions and private companies to design training programmes that meet actual industry needs (such as dual training and practical training). In addition to supporting academic mobility by promoting student and faculty exchange programmes between Member States to foster shared experiences and a better understanding of regional needs. Regional organisations can also advocate and influence policies to develop university education programmes in light of future skills and professions, and to pressure and influence national governments to adopt the necessary legislation and policies to implement the reference framework and ensure its sustainability.

Through these effective discussions, regional organisations ensure that higher education programmes in the region are more responsive and flexible to rapid changes in future labour market requirements.

## Forum Tracks

### **First Track: Global Trends in the Development of University Education**

#### **Speakers:**



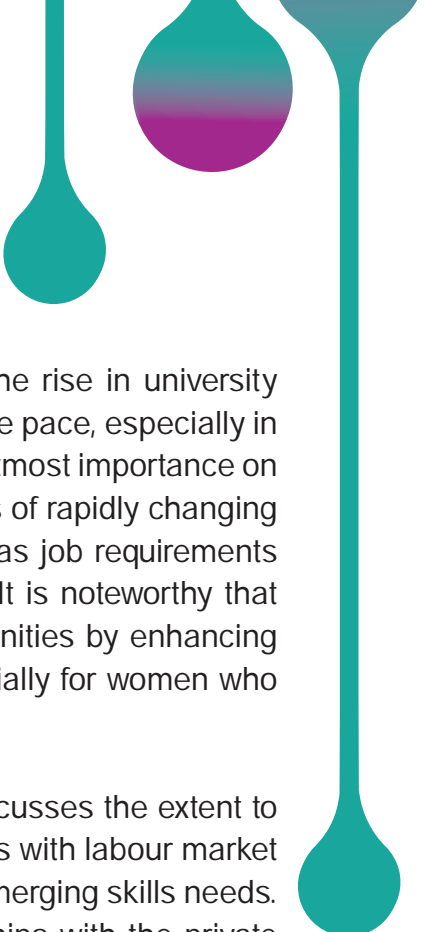
**Her Excellency Sheikha Dr. Hessa bint Hamad bin Khalifa al Thani,**  
Chair of the Board of Trustees of the Good Life Centre, State of Qatar.



**Dr. Mahmoud Abduh Ali Elsayed**  
Economist in Global Education Practices at the World Bank

#### **Description:**

The session aims to discuss the mechanisms and challenges of transforming higher education in the Middle East and North Africa (MENA) region to create a flexible and skilled workforce. This is a complex and multifaceted endeavour that requires strategic reforms across several key areas. The session emphasizes that the Middle East and North Africa region is experiencing a remarkable renaissance in the higher education sector, evident in the continued rise in enrolment and educational attainment rates. Despite these achievements, there are still significant opportunities to enhance higher education outcomes to reach the levels of globally developed countries. As the region faces major transformations such as accelerating population aging, accelerating technological progress, and climate challenges, the need to acquire digital, analytical, creative, and environmental skills increases.



With global enrolment rates tripling over the past 25 years following the rise in university enrolment, and university enrolment expected to grow, but not at the same pace, especially in the MENA, and East Asia region, it has become imperative to place the utmost importance on modern university skills and programme formats that meet the demands of rapidly changing labour markets. Lifelong learning has also become a strategic option, as job requirements evolve and the constant need for adaptation and innovation emerges. It is noteworthy that higher education effectively contributes to improving economic opportunities by enhancing wage potential and increasing participation in the labour market, especially for women who are making significant progress in this field.

To address these challenges and prepare for the future, the session discusses the extent to which higher education institutions can align their academic programmes with labour market requirements and ensure that curricula are regularly updated to reflect emerging skills needs. The session also discusses the importance of building close partnerships with the private sector so that students gain practical experience and become more prepared for the labour market. In addition, the session discusses the importance of supporting and enabling flexible and continuous learning paths that can enable learners to continually develop and rehabilitate their skills throughout their careers. By promoting innovation, supporting resilience to climate change, and establishing strategic partnerships, higher education institutions can bridge the gap between educational outcomes and labour market needs, thus preparing graduates to succeed in an increasingly complex and competitive global environment.

## Second Track: International Models in the Development of University Programmes

### Speaker:



**Dr. Sharifa Al-Ghowinem**


Research Scientist in the Personal Robotics Group, Media Lab,  
Massachusetts Institute of Technology, USA

### Description:

The session aims to showcase a collaborative initiative between MIT, Georgia State University (GSU) and Quinsigamond Community College (QCC) to leverage generative AI technologies to create fair and inclusive computing education pathways (PyTutor). Supported by funding from MIT and Axim Collaborative, the project focuses on harnessing the potential of AI-powered educators to enhance student learning outcomes, particularly in minority-serving institutions (MSIs) and community colleges.

The session discusses the main goal of the AI teacher, which is to follow a pedagogical approach such as the Socratic method to help students understand concepts, rather than providing ready-made answers, which is consistent with the forum's goals of adopting innovative teaching strategies that promote critical thinking and active learning, which is the approach of current LLM technologies. The session discusses the researchers' findings from highlighting students' experiences and preferences with AI teachers, and reveals how different pedagogical approaches meet Socratic versus rote learning and students' diverse learning preferences and needs.

The initiative, which employs AI algorithms, aims to identify and address the unique challenges faced by students who suffer from a lack of resources in computing education. By providing 24/7 personalised support, AI teachers can help under-resourced students balance their school schedules and complex processes more effectively. The initiative also aims to evaluate the effectiveness and preferences of advanced Large Language Model (LLM) teachers in introductory computing courses. Addressing systemic and pedagogical challenges with AI can help reduce attrition rates and improve retention, especially in introductory computing courses.



The (PyTutor) initiative also aims to explore how generative AI can be used not only to help students in their computing courses pedagogically, but also to support equitable access, personalised learning, and student success. Generative AI can provide personalised content that respects and integrates students' cultural backgrounds and unique learning needs, promoting inclusive and supportive learning environments. The initiative also aims to prioritise the needs and preferences of students and teachers to guide the design and dissemination of (PyTutor), and to develop critical thinking, creativity, problem solving and ethical considerations in students to better prepare them for the dynamic and collaborative nature of future work environments.

## Third Track: Arab Experiences in Modernising Higher Education

### Speakers:



**Dr. Muhammad bin Yahya bin Mardi Al-Zahrani**

President of the Saudi Electronic University Kingdom of Saudi Arabia



**Prof. Adel bin Mohammed Abu Zanada**

President of King Faisal University Kingdom of Saudi Arabia

### Description:

The session discusses the Saudi Electronic University's experience in digital transformation and the use of AI as a modern model that supports the UN SDGs, particularly Goal 4 (Quality Education), particularly Goals 4-3 and 4-4 related to expanding access to quality higher education and aligning educational outcomes with the skills required by the labour market. The university has achieved direct alignment with these goals through initiatives such as the Smart Admissions Portal, which promoted inclusiveness and fairness by speeding up procedures and reducing errors, the Smart Monitoring System, which raised the quality and integrity of assessment, in addition to the «Smart Mentor» and Learning Analytics applications that developed students' future skills and provided them with high-quality learning in a flexible manner that enables them to work and study at the same time, from any region throughout the Kingdom of Saudi Arabia.



This trend also fundamentally intersects with Saudi Vision 2030, which emphasises digital transformation, building a knowledge economy, and raising the efficiency of the education system. The university's initiatives are consistent with the objectives of the Human Capacity Development Programme, the National Digital Transformation, and enhancing the quality of university education, through adopting flexible education models, employing data and AI, and empowering learners with 21st century skills, which contributes to preparing globally competitive human capital. The experience demonstrates the university's ability to align its orientations with the national digital transformation process and the UN's sustainable education agenda, making it a model that can be used by other Arab higher education institutions.

The session discusses the importance of the Saudi Electronic University experience as a pioneering model for employing modern technology, especially AI, to achieve equal opportunities in education. The university provides a flexible educational model that combines virtual and physical presence, enabling higher education for the largest possible segment of Saudi society, including those living in remote areas or those with special circumstances, and thus supports the principle of "leaving no one behind" advocated by the UN. Through this, the university also seeks to design programmes that are consistent with the lifelong learning strategy, which is an essential element of the fourth SDG, where learners can access educational resources at any time and from anywhere. The Saudi Electronic University is also making efforts to employ AI tools to analyse academic data to help design customised educational paths for students and provide targeted academic support, which enhances the efficiency and effectiveness of the educational process. The university also seeks to develop digital infrastructure and build flexible educational models to adapt to crises.

The session also discusses the participation of King Faisal University in the Kingdom of Saudi Arabia in the forum. His Excellency the President of the University, Prof. Adel bin Mohammed Abuzenadah, reviews the university's experience in differentiating its institutional identity, represented by food security and environmental sustainability, and its role in developing university education programmes in light of future skills and professions, through developing the academic, research and innovative system in line with the requirements of the labour market, updating curricula to include twenty-first century skills, and strengthening partnerships with the private sector, besides directing research towards solving labour market problems and promoting entrepreneurship and innovation among students and university faculty members. His Excellency the President of the University also reviews the mechanisms and formulas for expanding scientific research and innovation and aligning its outputs with the Kingdom's Vision 2030. Thanks to these efforts, King Faisal University reached 1st place globally in patent registration in 2024, with a total of 631 approved patents.

The presentation discusses the university's empowerment of sustainable institutional quality, by adopting comprehensive strategies that focus on improving performance, developing employees, and promoting innovation, by adhering to global best practices such as quality standards and institutional excellence. This includes building a corporate culture that supports continuous development, employing modern technologies, and developing clear strategies aligned with strategic objectives and customer satisfaction, with a focus on financial, environmental and social sustainability. In this context, the university's commitment to energy efficiency, according to the Saudi National Centre, reached 88%. In 2025, the university received the Anthology Visionary Award in the Global Digital Access category for the year 2025.

His Excellency discusses how this distinction has contributed to pushing the university towards new development paths, which have clearly been reflected in redirecting the university's strategic compass to develop academic programmes, strengthen the student support system, launch innovation and entrepreneurship initiatives, expand research and community partnerships, and contribute to national projects in the fields of environment, agriculture, energy, and culture, in a way that serves the achievement of SDGs. Through this pioneering experience, His Excellency highlights the role that universities can play in supporting development paths, and how university identity differentiation can turn into an influential force that contributes to creating change and raising competitiveness.

## **Fourth Session: Transforming University Education: The Future of Sustainable Development**

### **Speakers:**



**Prof. Amr Khairy Abdullah**

Expert at the United Nations University for Peace in America



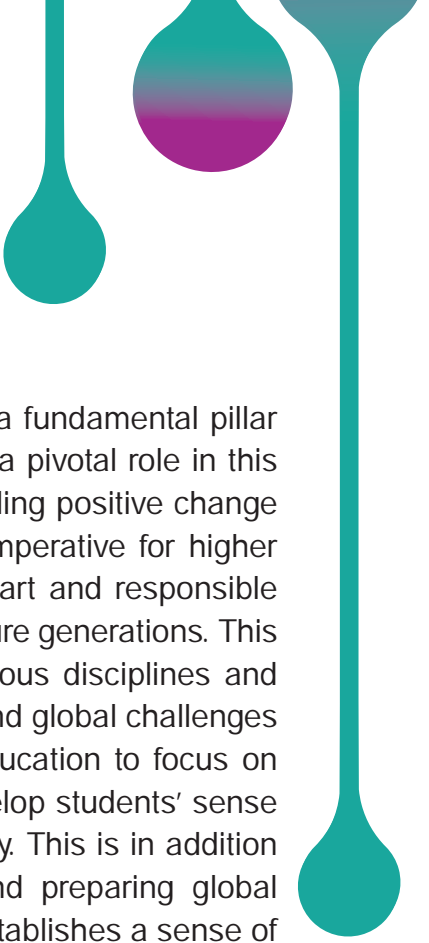
**Dr. Sabah Aljenaid**

Associate Professor of Environmental and Biological Studies,  
Arabian Gulf University

### **Description:**

The session discusses Transforming University Education: "The Future of Sustainable Development" and the role of universities and education in preparing students and youth as peacemakers. The session reveals that many universities around the world have launched undergraduate and graduate programmes in this field, focusing on conflict management, resolution, transformation (repair), and application at different levels of conflict, from personal relationships to society and the workplace, to international and global levels. Education in peace and conflict resolution has provided students and youth with useful new dimensions in developing their knowledge and skills on how to deal with conflict and has often succeeded in instilling stronger values of peace-making, peacebuilding, tolerance and understanding between and across cultures.

The session discusses the contribution of many elements of education for peace and conflict resolution to the exchange of experiences between students and professors, and the transfer of knowledge of peace and conflict resolution to a practical level. Focusing on building skills related to communication, problem-solving, negotiation and mediation also positively impact students and youth, especially when simulation and role-playing apply to situations they encounter in their lives. Understanding the multiculturalism and diversity of this education enlightens youth and students about diverse models of peace-making and conflict resolution, thus building stronger values of tolerance and understanding across cultures.



The session highlights the importance of sustainable development as a fundamental pillar for achieving future peace, and universities and higher education play a pivotal role in this regard by preparing a generation of students and youth capable of leading positive change and building stable and prosperous societies. Today, it has become imperative for higher education institutions to prepare future leaders capable of making smart and responsible choices that contribute to building a sustainable and stable future for future generations. This is achieved by integrating sustainable development concepts into various disciplines and curricula, providing students with the knowledge necessary to understand global challenges and work to solve them. It has also become necessary for higher education to focus on supporting community participation and volunteer activities, which develop students' sense of social responsibility and belonging to the local and global community. This is in addition to instilling values, supporting innovation and scientific research, and preparing global citizens through the Global Citizenship Education Mechanism, which establishes a sense of belonging to a common humanity and helps learners be part of peace and conflict resolution.

## **Fifth Track: Partnerships between Universities and the Labour Market**

### **Speakers:**



**Ms. Ahlam Mansour Oun**  
Director General of Bahrain Assembly



**Dr. Ziad Omar Al-Shaltouni,**  
Private school in the Emirates



**Mr. Amer Marhoon**  
Managing Director of Skills Bahrain (TAMKEEN)

### **Description:**

Ms. Ahlam's session discusses the flexible transition towards the intersection of technical education, institutional growth, and individual development. As Director of General Assembly Bahrain, Ms. Ahlam Mansour Oun has expanded technical academies and built future-ready talent paths in the Middle East, Europe and beyond. With a background in communications engineering and experience spanning software engineering, corporate digital banking, and global operations, she designs and manages frameworks that drive efficiency, innovation, and sustainable growth. It has been appreciated for introducing creativity into strategies, empowering talent, building strategic partnerships, and achieving tangible data-driven impact.

The intersection of technical education, enterprise growth and individual development is vital because it increases productivity, promotes innovation, reduces unemployment and raises individuals' standard of living. Technical education contributes to providing the skilled workforce that organisations need to meet changing market needs, and in return, developing individuals' skills provides opportunities to increase their income and improve their lives. Technical education represents an integrated link between members of society and institutions for sustainable growth and development. The session also discusses mechanisms and formulas for shifting towards the intersection of technical education, institutional growth, and individual development using digital technology, improving curricula to meet the requirements of the times, and transforming the institutional work model to enhance efficiency. These transformations are necessary to make the student the focus of the educational process, increase the flexibility of educational institutions, and achieve sustainable growth for institutions and individuals alike.

General Assembly Bahrain is the Kingdom's leading centre for digital education and workforce transformation and was established in partnership with Tamkeen (Bahrain Labor Fund). Since its launch, General Assembly Bahrain has enabled more than 2,000 graduates through intensive programmes in software engineering, data science and analytics, user experience design, product management, and artificial intelligence.

As a regional model for developing technical talent, General Assembly Bahrain has expanded its scope to include Saudi Arabia, Oman, and Jordan, to support governments and companies in building a future-ready workforce. By achieving key performance indicators, collaborating with recruitment partners, and employing its graduates in leading companies and ministries, General Assembly Bahrain continues to lead the digital transformation in the GCC—connecting global expertise with the national vision.

Dr. Ziad's session aims to discuss the importance of partnerships between universities and the labour market and presents mechanisms, formulas and methods for implementing learning with skills and values, towards university education based on work, production and innovation. The most prominent challenges in developing university education based on skills and values are revealed, represented by resistance to change from some institutions or individuals, which limits the adoption of modern curricula that combine academic knowledge with the development of practical skills and behavioural values, and the need to qualify faculty members to become able to employ interactive educational methods that promote critical thinking, teamwork, responsibility, and integrity, which are among the most important

university values. The session also discusses mechanisms and formulas for coordination between curricula and the labour market, as some programmes still focus on the cognitive aspect more than the professional skills and ethical values required in the modern work environment. Therefore, developing university education requires an integrated curriculum that balances skills development, instilling values, and keeping pace with labour market requirements to ensure the preparation of intellectually, professionally, and ethically qualified graduates. The session discusses the importance of learning skills and values in developing an individual's personality comprehensively, as it helps to acquire necessary practical and life skills, enhance self-confidence and the ability to solve problems, in addition to instilling moral values such as respect and responsibility that guide his behaviour and contribute to building a harmonious and just society. It also discusses the expected results of implementing learning with skills and values, which are represented in producing educated graduates armed with life skills, committed to human values, and able to innovate and contribute to development.

The experience of the Islamic School of Education - Dubai (an applied model) in implementing learning with skills and values is also discussed. The practical application of the experiment is summarised in shortening the qualifying study to 9 years divided into the foundation stage, which is represented in establishing the student through mastering skills such as reading, writing and arithmetic, the guidance stage, which is represented in identifying the student's skill abilities and guiding him through additional study materials that enrich these abilities, whether they are scientific, literary, arithmetic or life materials, and the specialised stage, which is represented in the student choosing a specialisation to study during these years such as engineering, accounting, management, computer science, nursing etc. Additional subjects are given in these specialisations in addition to the academic subjects approved by the Ministry of Education, as the duration of study in the school is 10 months and the school day extends from 7:30 to 5:00 pm.

## **Sixth Session: Towards the Activation of the Arab Reference Framework for Developing Higher Education**

### **Speakers:**



**Prof. Salwa Al-Jassar**

Professor at the College of Education at Kuwait University



**Dr. Ghazi Al-Otaibi**

Vice President of Academic Affairs and Scientific Research  
Arabian Gulf University

**Dr. Omar Al Halli**

**Prof. Abdulsalam Al-Joufi**

**Prof. Mohammed Abu Darwish**

### **Description:**

The session discusses several procedural recommendations to enhance the implementation of the proposed development framework in Arab countries. The most important of these recommendations is the need to design and develop new models for academic programmes at universities in Arab countries that work to unify the compatibility of academic programmes with global driving forces so that they are not isolated from their external environment. Therefore, the session proposes the establishment of a national council or national body for professions and skills in every Arab country. The session also recommends linking universities' requirements for compulsory and elective courses at a central national level through a digital platform to empower graduates with the skills necessary for the labour



market, and in a way that achieves partnership in empowering graduates with 21st century skills (which includes 3 groups distributed over a number of skills: learning and creativity skills, information culture skills, and life and career skills). Taking into consideration dealing with attempts to resist change as a challenge facing scientific departments in colleges through competition mechanisms in proposing academic courses that are not compatible with the labour market.

The session also stresses the need to implement the admission policy centrally for students and not at the university level to ensure that students are accepted into specialisations needed by the state based on national economic reports so that countries in the region do not face an increase in unemployment among graduates, or the presence of specialisations that are not required in the labour market. The session also discusses the importance of identifying appropriate public policy directions for universities in the field of university development mechanisms, which include competitive advantage, institutional exploitation, compatibility of university education with the fourth SDG, educational governance, internationalisation of the university, and lifelong learning. Universities also provide appropriate formulas for developing their educational programmes in light of future skills and professions.

The session also recommends developing the evaluation and quality assurance system in higher education to respond to the requirements of the present and the challenges of the future, especially by employing AI, especially deep learning algorithms, in measuring quality standards and indicators in university education. The session reveals a deeper understanding of the principles upon which the reference framework is based and how to utilise it as a roadmap for university reform. It also explores shared visions among participants regarding the priorities and implementation steps necessary to implement the framework and develops an initial roadmap for some collaborative initiatives and projects between Arab universities in this context.

## Forum Workshops

### Workshop 1: Integrating Sustainability and Future Skills into Curriculum

#### Speakers:



**Prof. Anies Al-Hroub**

President, World Council for Gifted and Talented Children,  
American University of Beirut (AUB), Lebanon



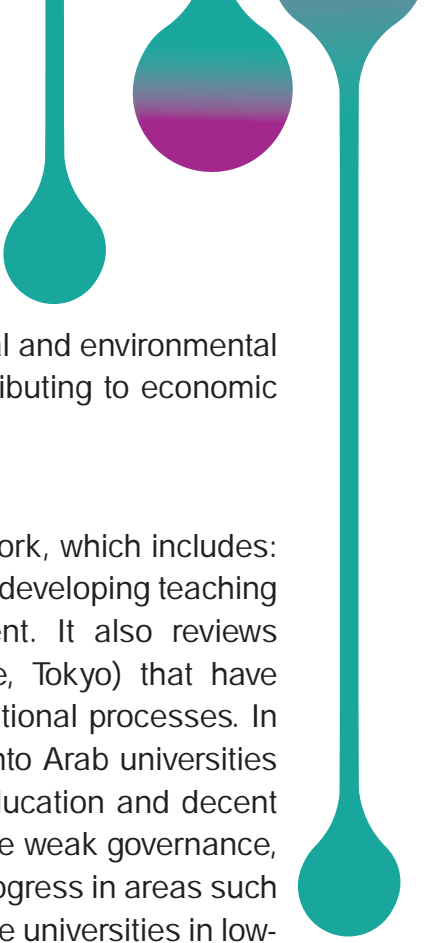
**Prof. Anasse Bouhlal**

Specialist in the Regional Programme for Higher Education,  
Vocational Training and Technical Education at the  
UNESCO Regional Office for the Gulf States

#### Description:

The workshop aims to discuss the growing importance of sustainability in higher education in light of global challenges such as climate change, inequality, and economic fragility, highlighting the role of universities as drivers of change and centres of innovation. This is directly linked to SDGs, particularly Goal 4 (quality education) and Goal 13 (climate action).

Education for Sustainable Development (ESD) is defined as a transformative educational process that focuses on environmental, social and economic balance, and promotes the values of ethics, justice and resilience. The workshop discusses the importance of ESD in empowering individuals by providing them with the knowledge, skills, and values necessary to make responsible and sustainable decisions for the benefit of the environment, economy, and society, thus contributing to achieving global goals, such as eradicating poverty and inequality and achieving healthy and sustainable lives. Education is also a key tool for achieving many other SDGs and is an integral part of quality education. The workshop also discusses the benefits of education for sustainable development, including developing skills




and competencies, enabling informed decision-making, enhancing social and environmental awareness, supporting other sustainable development goals, and contributing to economic transformation.

The workshop presents global models such as UCL's Five-Step Framework, which includes: reviewing relevance to the discipline, redesigning educational outcomes, developing teaching methods, providing realistic experiences, and continuous assessment. It also reviews pioneering examples from global universities (UCL, UBC, Melbourne, Tokyo) that have successfully integrated sustainability into curricula, research and institutional processes. In the Arab context, the presentation notes that the integration of SDGs into Arab universities remains uneven and limited, with attention focused more on quality education and decent work than on environmental goals or gender equality. Challenges include weak governance, lack of funding, and reliance on individual initiatives. However, there is progress in areas such as community partnerships and scientific research in Gulf countries, while universities in low-income or conflict-affected countries face significant difficulties.

The workshop recommends structural reforms that include strengthening governance by establishing sustainability offices and performance indicators for curriculum innovation through transformative learning and interdisciplinary projects, expanding collaborative research regionally, building capacity for faculty and students, empowering students through green clubs and initiatives, and integrating digital and green skills to keep pace with future transformations.


The workshop also aims to discuss technical and vocational education (TVET) solutions, as it lies at the intersection of education, research, and the world of work, and its role in facilitating the integration of youth and adults into the labour market and their career advancement. The workshop aims to present and discuss UNESCO's TVET Strategy 2022-2029, with a focus on developing skills such as digital skills and the institutional maturity of artificial intelligence, as well as the skills required for green transition. The workshop also presents global challenges in 2025, including climate change and sustainable development, economic uncertainty and uneven growth, technological change, automation and artificial intelligence, labour market dynamics, youth unemployment, demographic transition, and societal and political issues. TVET can provide solutions to these challenges.





The workshop discusses transforming TVET for a successful and just transition: UNESCO Strategy 2022-2029 through the main lines of action of developing skills for all individuals to learn, work and live for creating inclusive and sustainable economies and societies. The workshop also discusses green economy skills in GCC countries, and identifies strategic measures to address practice gaps in policies and practices aimed at developing skills responsive to the green industry. These include expanding skills pathways to enhance the competitiveness of the green economy in Yemen and GCC countries, as well as mechanisms to make the transformation of the Gulf region ready to supply a skilled workforce responsive to the green industry while benefiting from UNESCO's global TVET network to support skills acquisition, improvement and reskilling for green jobs.

**The workshop recommends the following procedural recommendations in GCC countries:**

- Develop a common classification of skills needed for green industries, and unify professions and align them with the national occupational classification system.
  - Sector-specific coordinated national workforce planning for green industries based on the skills needs of green industries in priority sectors.
  - Design new qualifications, modify existing qualifications, and develop professional standards for the competencies needed in green industries at different operating levels.
  - Prepare/upgrade career counselling for lifelong learning paths and post-training employment services.
  - Develop a national framework for soft/core skills and integrate them into professional qualification standards.
  - Establishment of the GCC Green Skills Knowledge Forum and South-South technical cooperation.
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## Workshop 2: Developing Models for International Academic Cooperation, Student and Research Exchange

### Speakers:



**Prof. Nahla Gahwaji**, King Abdulaziz University  
Dean of the Faculty of Human Sciences and Design  
King Abdulaziz University, KSA



**Prof. Shadia Salah Hassan Salem**, King Abdulaziz University  
Head of the Development and Quality Unit at the Faculty of Human Sciences and Designs King Abdulaziz University, KSA

### Description:

The workshop reviews the experience of the Faculty of Human Sciences and Design at King Abdulaziz University in improving academic and research processes as a leading institutional model in achieving sustainable quality and excellence standards. It focuses on the methodology of developing academic performance, enhancing the research environment, and integrating college units in achieving their strategic objectives. It also highlights the use of digital transformation in performance monitoring and output improvement, and the investment of performance indicators in building a culture of continuous improvement. This workshop aims to exchange experiences and successful practices that have contributed to raising the efficiency of the educational and research process and supporting institutional and programmatic academic accreditation in line with Saudi Vision 2030.

The workshop shows how the faculty has succeeded in enhancing the quality of academic and research performance through an integrated methodology that combines strategic planning, organisational structure and governance, academic performance development, improvement of the research environment, excellence in community work, innovation in institutional quality practices, performance indicators, and quality sustainability. It also focuses on the concept of institutional quality as a dynamic process based on innovation and continuous improvement.

## Workshop 3: Youth and Future Skills

### Speakers:



**Student / Maryam Ibrahim Al-Saqoufi** - PhD student in Gifted Education at Arabian Gulf University



**Student / Abdul Rahman Hadid** - Postgraduate Student, College of Education, Administrative and Technical Sciences, Arabian Gulf University



**Student / Al-Zein Ahmed Al-Arki** - Fifth-year medical student at Arabian Gulf University



**Student / Mohammed Tariq Buhazaa** - Fifth year medical student at Arabian Gulf University

## Description:

This workshop focuses on the topic of future skills and the extent to which academic programmes contribute to enhancing youth readiness for the labour market. It aims to enable students to lead discussions about the skills required in the future, and exchange insights into the challenges and opportunities facing Arab youth in the labour market considering digital and economic transformations. It includes 3 sessions:

### **First session:** "Youth speak.. The future is listening"

Short presentations of 10 minutes each: Presented by the students participating in leading the workshop, focusing on future skills from the youth's perspective, which are included in the forum's reference document).

### **Second session:** "A Generation Leading Dialogue... Skills Being Shaped"

youth-led panel discussion in which they ask a range of questions about:

- The importance of integrating students into real work environments in the early stages of university study.
- Building a "professional identity" that matches future work skills during academic study.
- The skills that Arab youth need to keep pace with the requirements of the future labour market.
- The most prominent challenges facing students within the university environment in acquiring the skills necessary for the future.
- The extent to which university programmes, activities and experiences contribute to enhancing student readiness for the labour market.

### **Third session:** "The voice of youth inspires ideas that change the world"

Interactive session:

Future Skills Challenge: The future of education would be better if the university ...

Innovation Fund: Providing an innovative solution to a problem facing young people (employment, skills, training).

### **Closing session:** "Arab youth ... Inspiring energies that lead the future"

It is dedicated to presenting the most prominent ideas and recommendations put forward by the participants during the workshop.



## **Workshop 4: Future Careers and Emerging Skills: Using Artificial Intelligence in University Programmes**

### **Speakers:**



**Dr. Enas Abulibdeh**

Associate Professor of Educational Technology and E-Learning.  
Al Ain University



**Ms. Tracy Jones**

Chief Executive Officer - Chrysalis Mindset Coaching  
United Kingdom

### **Description:**

The described workshop aims to explore how to transform universities into hubs of lifelong learning. This goal is achieved by integrating artificial intelligence and emerging technologies into academic curricula, helping prepare graduates with the skills needed to adapt and succeed in a rapidly changing job market. AI is no longer just a passing technological wave; it has become the driving force reshaping the structure and goals of global and Arab universities from their roots. Today, we stand on the threshold of a new historical era that imposes a fundamental shift in the philosophy of higher education and represents a decisive transition from traditional “rote learning” methodologies that rely on the preservation and retrieval of information, to a broad space of “empowerment” that focuses on developing mental and creative abilities. In this changing landscape, universities with their various specialisations are undertaking a strategic mission to re-engineer their roles and functions to suit the requirements of the labour market. It is no longer acceptable for colleges to operate on islands isolated from their surroundings and from the unprecedented transformations in the field of technology and the subsequent transformations in all vital sectors. Rather, it has become imperative to integrate AI and data science into the core of humanities and social specialisations. This unique combination allows for the graduation of a generation that not only masters the use of technology, but also understands its ethical dimensions and societal impacts, which contributes to building qualified and sustainable human capital that adopts a “lifelong learning” mentality as a necessity for survival and development in an unpredictable labour market.



Today, we do not aim to prepare students to take exams and obtain silent academic degrees whose validity expires one or two years after students graduate, but rather we seek to grant them a “passport” for the future that includes:

- Critical thinking skills and mental flexibility: so that they can deal with complex problems that we have not faced before.
- Digital responsibility and global citizenship: to be influential actors who possess the awareness to lead the digital world with high ethics, especially since there are many emerging ethical issues that have resulted from rapid developments in the fields of medicine and engineering, which requires a review of laws and axioms.
- Pioneering the digital economy: by transforming them from job seekers to job creators and makers of real change.
- Arab universities, in particular, have a golden opportunity to reduce the knowledge gap by enhancing self-learning skills and collaborative work. In doing so, we are establishing local knowledge communities that speak the language of the world, capable of producing innovative solutions to our own challenges and leading the path of change towards a brighter and smarter future.

This workshop also addresses the skills required for the future job market, where young people will need more than just a university degree to be prepared for the future. Therefore, institutions have begun to focus on strong critical thinking, emotional intelligence, and flexibility to enable self-leadership. This interactive workshop aims to share the results of a test conducted by the speaker on a powerful multifaceted concept in the UK and explore what higher education skills will look like in the future.

Based on a comprehensive personal growth programme for the 16-24 age group, culminating in a certificate from the Institute of Leadership (IOL), this workshop reveals how to develop essential personal skills for leadership. Drawing on cognitive science and neuroscience, participants will take a look at the curriculum and experiential skills and interact directly with the founder to see how leaders of tomorrow in the Arab world can be nurtured.

## **Workshop 5: Predicting Emerging Professions: Building Digital and Artificial Intelligence Competencies for Higher Education Professionals**

### **Speaker:**



**Ms. Xin Yuan** – Deputy Director, UNESCO-ICHEI

### **Description:**

The workshop aims to answer several questions related to forecasting emerging professions and building digital and artificial intelligence competencies for higher education professionals, as follows:

- What new professions and skills are emerging amid the digital age and artificial intelligence?
- How do these transformations contribute to reshaping expectations about higher education?
- What challenges do higher education institutions face in bridging the growing skills gap?

In this context, how can UNESCO-ICHEI ensure that faculty members are empowered to lead this transformation?

The workshop discusses the initiatives of the International Centre for Innovation in Higher Education, sponsored by UNESCO (UNESCO-ICHEI), to enhance digital competencies and artificial intelligence among higher education professionals throughout Asia, Africa, Arab countries, and beyond. Through pioneering initiatives, such as the International Institute for Online Education (IIOE), UNESCO-ICHEI is strengthening an ecosystem that drives the digital transformation of higher education. This is achieved through a global network, an online educational platform and a variety of courses that include general digital competencies and artificial intelligence as well as the “AI + Specialised” series, which is complemented by capacity building programmes. Leveraging the IIOE platform, resources, initiatives and its partners, the series delivers personalised, policy-driven, competition-based micro-certification training for educators and higher education leaders.

The workshop presented some case studies, including a case study of the partnership with Ain Shams University in the Arab Republic of Egypt. Since 2022, the university has partnered with UNESCO-ICHEI to implement three main activities:

- Digital Infrastructure: With support from UNESCO-ICHEI, a smart classroom was created to enhance digital teaching environments on campus.
- Small Certificate Courses: Institutionalising 4 Small Certificate IIOE courses in faculty promotion and evaluation systems.
- Policy Support: Hosted the 12th Ain Shams University International Conference (May 2024), with national education authorities, to launch the IIOE Micro-Certificate across Egypt.

UNESCO-ICHEI continues to expand the IIOE's global network of higher education institutions, international organisations and institutional partners to promote knowledge exchange, resource sharing and a community of practice, thus strengthening South-South and triangular cooperation.

## Workshop Six: Blending University Teaching and University Research for Environmental Sustainability

### Speakers:



**Prof. Hussein Kazem**

Professor at Sohar University, Sultanate of Oman, Director of the UNESCO Chair in Emerging Technologies in Renewable and Sustainable Energy at Sohar University



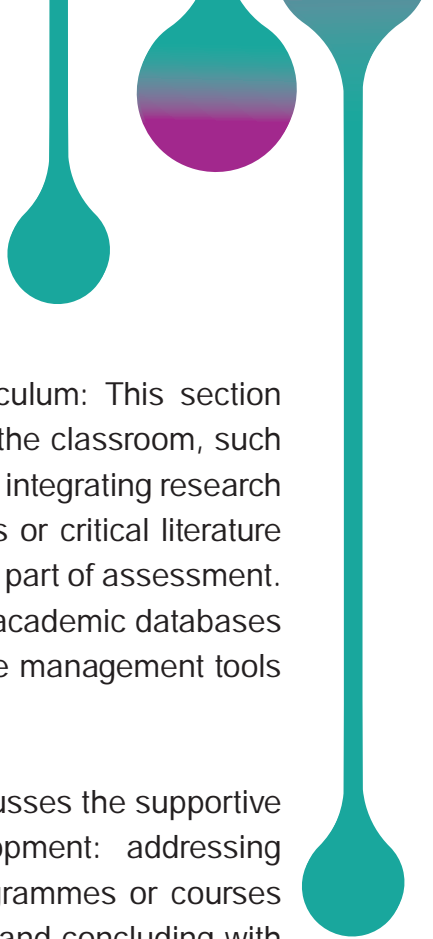

**Prof. Waheeb AlNaser**

Professor of Applied Physics at Arabian Gulf University  
Representative of Sheikh Zayed Al Nahyan at Centre of Environmental and Biological Studies

### Description:

The workshop addresses the relationship between teaching and scientific research, and strategies for effectively integrating them. It aims to build a common understanding of the concepts underlying this relationship and explain the complementarity between these two fundamental pillars. The workshop focuses on the following themes:

- First theme: Definitions and basic concepts: This part aims to build a common understanding of the importance of the complementary relationship between teaching and research. The focus is on the concept and challenges: the definition of the “nexus” between teaching and research, the common challenges that prevent effective integration, and the main benefits that students and teachers gain from this integration. It concludes with a brief overview of approaches to integrating research into teaching.

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- Second axis: Strategies for implementing integration in the curriculum: This section focuses on practical tools and methods for activating integration in the classroom, such as strategies for integrating research content: Inquiry-based learning, integrating research skills into assessment by assigning students mini-research projects or critical literature reviews; developing research proposals or experimental protocols as part of assessment. It also addresses the role of technology and open resources: using academic databases (such as Scopus, Web of Science) in teaching; employing reference management tools (such as Mendeley, Zotero) to train students in academic integrity.
  - Third theme: Challenges and future development: This section discusses the supportive institutional environment and planning for professional development: addressing personal and institutional challenges, presenting examples of programmes or courses that have successfully integrated research and teaching effectively, and concluding with a brainstorming session on how can participants integrate one of the strategies they have learned into their courses.
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## For University Education: Future Skills & Careers

Kingdom of Bahrain – December 2025



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 Email: [forumregist@agu.edu.bh](mailto:forumregist@agu.edu.bh)

 Website: [www.arabeduforum.org](http://www.arabeduforum.org)