

**ICT CAPACITY BUILDING PLAN  
FOR THE UNIVERSITY OF MUSTANSIRIYAH  
(UoMust), IRAQ  
BLENDED LEARNING PROJECT**

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***Abstract:***

E-Learning deployments in the University of Mustansiriyah (UoMust) Baghdad, Iraq can be challenging because of the many different aspects that must consider. One of the basic challenges is the capacity building and the human resources which are important part from any e-learning project and a pre survey for some senior academic staff show us very clearly the weakness in ICT skills in general and in e-learning as particular in UoMust. Khan e-learning frame work was one of the great designs in this field, but it is a design for idle conditions and stable societies and cannot be used without a modification in Iraq, which suffers a lot of different problems. The modified frame work comes from our deeply investigation inside the e-learning process, environment, learning type and the new revolution of wireless technologies. A modification in khan frame work has made considering that weakness and re arrange the frame work dimension according to the UoMust status. A complete human resources capacity building plan for two years is proposed and designed according to UoMust needs to establish e-learning network as a part of a complete solution for it, with the World Bank institutional standards confirming that planned program and its relative components cover all the requirements after fair understanding to the ICT field needed, for a total e-learning deployment in UoMust. The program is designed to be done in six phases (each is four Months), and it has divided into two major parts, one for the academic staff and the other is for the technical staff. It covers 580 academics from a total number of 3141. The program also is designed to train and capacity building of 556 IT employees in UoMust from about 1000 ICT technical employee working in it.

**Keywords:** HR Human Resources, Capacity Building CB, The University of Mustansiriyah (UoMust), Modified e-learning framework.

## 1. Introduction

In general, the meaning of building capacity is the Human Resource development, Institutional Capacity, Physical Infrastructure (Building, Equipment, Communications: ICT Infrastructure, Libraries, Journals), Receptive Society (Public Relations, Media) (Ramkissoon, 2008). Resource support was one of the dimensions of Badrul Huda Khan octagonal eight dimensions e-learning frame work (Khan, 2009; Ramkissoon, 2008) that we modified it into human resources capacity building for the importance of this dimension to any ICT project. Investments in human's resources known always as the winning way for most of the educators in the entire world and who invest in it for sure will never lose.(Abualsaoud, 2009).

Iraq as a new born country after 2003 needs it for capacity building projects in all the fields of science and technology because of the United Nations Security Council economic sanctions (from 1991 to 2004), the old regime affairs, and the huge brain drainage of all the Iraqi experts to outside Iraq(Harb, 2008).

Iraq was a country of disallowed of up to date technologies under the word of security before 2003, inside disallowed was a national security and outside disallowed was the international security council and as a result no technologies, no mobiles, no satellites, no wireless, no computer networks, no internet, no.....etc. and this disallowed keep this country completely away from the civilized technological world in the time of the ICT revolution.

As word of truth the old regime had to understand clearly that no development for the Iraqi higher education sector without information technologies and start to reinforce the high academic degrees in the Iraqi universities with ICT skills by gifting them a complete computer with printer to let them train them self's individually and they completely supplying all the Professors and some of the Ass. Professors before the war start in 2003.

From this point of stand Iraq without correct, well planned capacity building projects for the academics in ICT in general and in e-learning and its software as particular, and other software is an urgent need not a request.

Without real adoption of ICT and related technologies, rebuild this country higher education will be very difficult and could be impossible to develop its human resources and transform its higher education system and universities, which are the prerequisites for development.

After design a complete e-learning system for UoMust and proposed its blended use(A. Elameer & R. Idrus, 2010; A. S. Elameer & R. M. Idrus, 2010a) , we find it is very important to plan a complete ICT capacity building for the senior academic staff and technical staff.(A. S. Elameer & R. M. Idrus, 2010b).

Most of the UN rebuilds Iraq conferences, USAID, JIACA, KOIKA, and other international organizations all reported and stated that HR building capacity is very important to the rebuilding of this country, and as a word of truth some have their programs for that, but in general it was random programs without clear goals except from the Foundation of Technical Education plans and programs, which is work correctly in its HR CB for its academic staff.(Bank, 2009; Harb, 2008; Kaghed & Dezaye, 2009; Kubba, 2009).

## **2. The University of Mustansiriyah (UoMust)**

It is one of the biggest governmental universities in Iraq, which is located at the heart of Baghdad and providing higher education studies by all it degrees (BA, B.Sc, M.Sc, MA, & PhD). It was opened in 1963 again holding the name of the Complete University and in 1968, they change it into Al Mustansiriyah University referring to the ( AlMustansiriyah Madresa ) which built by Al Mustansir Billah in Baghdad and was opened 5th of May - Rijiab in 1234-631.

The total number of the students in UoMust is 42315 students and this biggest number of the students is in Bachelor level (B.Sc or B.A ) and UoMust have two types of studies in this level , One is the ordinary and known as the Public free studies ( Morning studies )( students nominated from the ministry according to their achievements in secondary schools, which is entering to the central Iraqi acceptance system that runs by a higher education ministry ) , and the other is Private studies ( Evening studies )( it is, and it is not free and open for all the ages ) as shown in figure.1. UoMust also has five centers of excellence ( 1-Arabic and International Studies center, 2-National Center for Hematology, 3-Iraqi Center for Cancer Researches, 4-National Diabetics Center, 5- Computer & Internet Center).

[http://www.uomustansiriyah.edu.iq/english\\_index.html](http://www.uomustansiriyah.edu.iq/english_index.html).

The total number of the working academic staff UoMust is 3141 distributed between (132 Professors, 528 Ass.Pofessor, 897 Lecturers, and 1584 Ass.Lecturers).as shown in the figure.2. The number of the employs in the UoMust is 2955, and they are 1765 female and 1199 male and most of them holding bachelor degrees and this higher number is due to the high number of the security and guards because of the violence in Baghdad as shown in figure.3. UoMust suffers from the leakage in a number of the computers and peripherals, and it has only 2669 computers which it means about 18 students to one computer, which is for sure is the very low percentage beside that a college like Basic Education does not have only 52 computers in front of 8167 students, as shown in figure.4. This university was the most damaged university in 2003 in an Iraqi higher education sector in Iraq, and it was completely looted and burned in very sad pictures, and views “ Mustansiriyah University may be considered as an example of these damages. Mustansiriyah is the second largest university in Iraq and has an architectural design similar to the University of Baghdad. After the war, 5 of its buildings were extensively damaged, i.e., the university administrative building, presidency, College of Education building, Political Institute and the Student’s Club” (Husain, 2004)(Paris :UNESCO2004 ) .

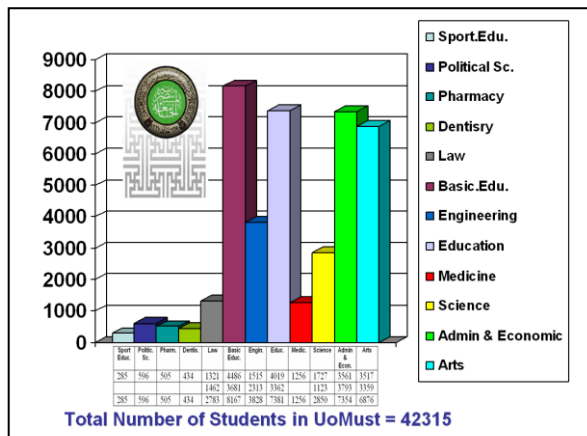


Figure . 1 : Students distribution numbers in UoMust

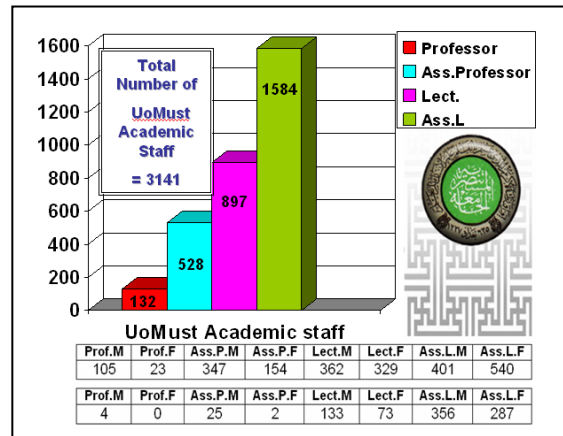


Figure . 2 : Academic Staff distribution in UoMust

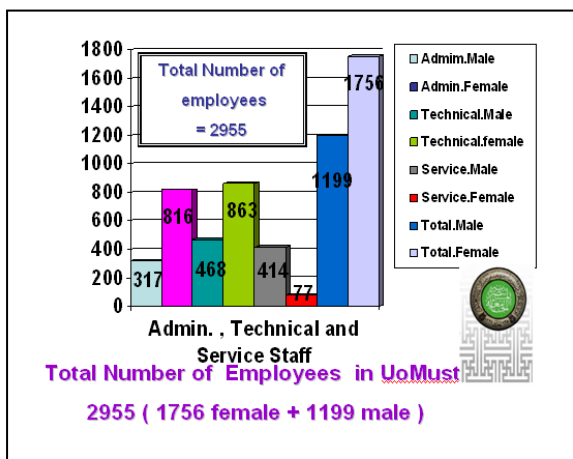


Figure.3: The UoMust employees distribution

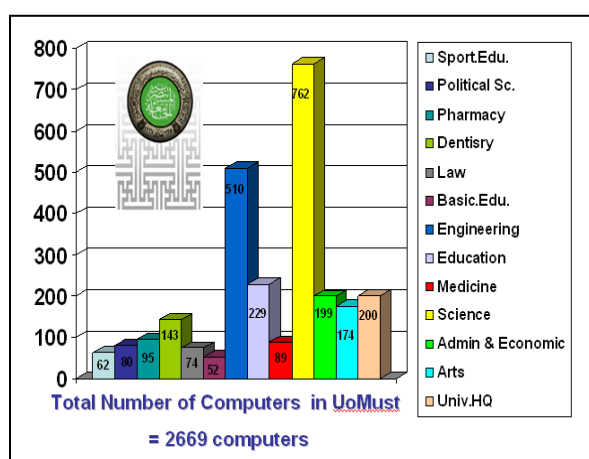


Figure.4: The UoMust computers distribution

### **3.The E-Learning Model**

In Iraq now it is very difficult to change the old traditional learning delivery styles directly. We need to organize and prepare the ground for the changes first(Masami, 2006), this preparation will take place by adopting the e-learning as support activity to the face to face traditional learning method. The supporting approach will require that the teacher is present in the self-study (Abualsaoud, 2009; Al-Busaidi & Al-Shihi, 2010; Chendeb & Nasr, 2010).

#### **3.1 Badrul H. Khan e-learning frame work**

The Khan framework is one of the most best and complete comprehensive theoretical e-learning models. E-Learning can be defined now as Badrul H. Khan stated: An innovative approach for delivering well designed, learner-centered, interactive, and facilitated learning environment to anyone, anyplace, anytime, by utilizing the attributes and resources of various digital technologies along with other forms of learning materials suited for open and distributed learning environment(Khan, 2005a, 2005b, 2006, 2009).

This framework can be divided into three major domains: first is the Educational Sector containing the elements of Pedagogical, Ethical and Evaluation. The second is the Technological Sector containing the elements of Technology and Interface Design) and the third domain is the Managerial Sector containing the elements of Institutional, Resource support and Management (Kurti, 2008).

The emergence of this frame work made the greatest impact in the revolution of e-learning that take place in the all of the learning sectors since this framework, for the last 13 years, described all the education and learning process. Further, the framework also offered the logical base for all the e-learning instructional designers on how to design and implement effective learning environment in the e-learning process using the interactions afforded via computers and the internet, considering and stating all the factors that could affect the proposed designs. The Khan framework is still widely utilized until today. (Aloraini, 2009; Kurti, 2008; Suhail & Mugisa, 2007).

Nonetheless, from our point of view Khan Framework is a complete education system that can even be defined as an e-education or framework for technology enhanced education. Re-defining the framework as e-education denotes that the Khan framework could be used for any other educational technologies in education.

### 3.2. Khan Framework Modification

Our stated differences with this framework is a trial to reinforce it only and for that we called it the modified framework and not new framework because we retained all the original dimensions inside Khan framework and this difference comes from our deeply investigation inside the e-learning process, environment, learning type, the new revolution of wireless technologies. (Prof. Dr. Khan on his last book and all his writing agrees that)(Khan, 2009)

In Khan Framework that consisted of eight dimensions. Our deliberations have resulted in the following considerations;

- We rearranged the dimension's locations inside the octagonal such that the technology domain is located at the base, denoting the pivotal nature of technology.
- A wireless technology element was added as sub-components to the technological dimension as it relates to current communication modes and is an important factor in the total cost of the e-learning.
- In the Khan's resources support dimension, we added the technological human resources capacity building which was missing from the frame work; human resources capacity building in ICT plays a critical role in supporting hardware's, software's and the instructors on new and emerging technologies.
- Content was given its own domain in light of the focus on learning objects and educational resources
- Learner was given a central dimension moving towards the learner-centered teaching and learning environment.
- Khan does not take into the consideration the time as a dimension or sub-dimension, but if we want to use his frame work in blended learning, we have to take this important factor into consideration.

Our modified model is 11 dimension frameworks consist from the: 1-Pedagogical, 2-Ethical, and 3-Evaluation. 4-Managerial, 5- Institutional, 6-Technological, 7-Human Resource Capacity Building, 8-Interface Design, 9-Content Control, 10-Time, 11-Learner.

### **3.3. Why the Modification**

There is no doubt that Khan frame work is an encompassing educational framework but our investigation and discovery of related research portrayed a clear view that it is suitable and appropriate at the time that it was formulated and constructed. However, many factors and emerging trends have taken prominence that could have given way for an extended approach taking into account current focus and issues.

In a country like Iraq which there is no stability in all the life conditions, which start from its political system, new democracy concepts, infrastructure, learners, material resources; it would be difficult to wholly adopt the Khan framework as it stands. As a case in point in the Iraqi higher education, we found that Iraqi universities are still without any up to date technologies, and it is very difficult to ask its academic staff to adopt e-learning into its academic activities and more than 70% have not even heard about a Moodle, LAMS, ...etc.

Here we have to solve this problem, which provided us the impetus to consider relevant the modification in the framework. Furthermore, in the Iraq we found that the government does not give due to attention to the ICT infrastructures and currently wireless technologies could play a big role in the learning scenario. Naturally, pivotal issues will have to be included and the Khan framework in its original state will have to undergo modification to address impending local issues, especially in designing the framework of the Iraqi higher education.

### **3.4. New Framework for the E-Learning**

Most of the universities and e-learning institutions in the world's adoption of e-learning commenced in a hybrid of traditional face-to-face and online learning, and the instruction occurs both in the classroom and online, and where the online component becomes a natural extension of traditional classroom learning (Fook, Kong, Lan, Atan, & Idrus, 2005).

Our modified Khan 2009 framework was the base of our framework along with an exemplary e-learning system of the Universiti Sains Malaysia (USM) via the School of Distance Education; utilizing a blend of self-instructional text, state of the art video conferencing learning environment (VCLE) delivery system and an electronic portal, including the Learning Activity Management System.

Then we combined between the USM model with its VCLE with our modified Khan model. We have a new framework that is customized for the need and purpose of the University of Mustansiriyah (UoMust) as it fulfilled all the university educational needs.

The combined framework has resulted in an e-learning system centralizing on the learner with content and time control. As a matter of fact, the combined framework can be deemed as an e-education system due to its comprehensiveness to cater for any impending changes in the environment. Since the University of Mustansiriyah and all of Iraq are lacking in an official e-learning policy or system, the new framework will serve as a functional framework in the technology enhanced learning landscape.

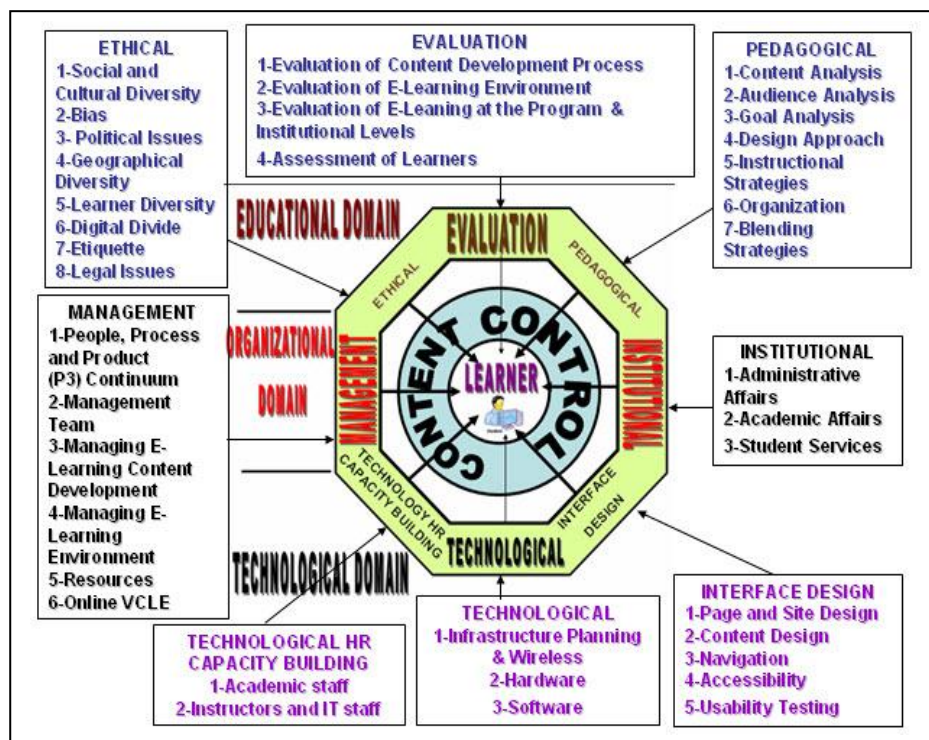


Figure.3: Modified e-learning frame work with its sub-components

#### 4. The statement of purpose

Any adopting of the technology project cannot be completed without training (how to use these technologies and get the most benefits of it). UoMust tried to establish e-learning network to enhance learning as a part of rebuilding this destroyed university in Iraq. An e-learning frame work was adapting. The technologies (hardware & software) required to have a fixed specification. They remain is the goal of the research which is planning a complete

and detailed HR Building Capacity Program for e-learning UoMust project as a major part of this project and to cover more than 1000 employees within two years from all types of employees in UoMust according to the university needs for the project, since there is a huge leakage in all ICT science information about e-learning strategies, theories, models, systems, software engineering of e-learning systems, computer networking, website development, CBT development, e-learning & education networking.etc., and the way of coordinating the education activities in Iraq.

## 5. (ADDIE) Methodology

The methodology model that has been used by the researchers is: Analysis, Design, Development, Implementation, Evaluation, (ADDIE) model. (Figure 4).

The idea of this research is to plan after an investigate for UoMust academic staff experiences and skills in ICT, opinions regarding the implementation of full scale e-learning system and also the technical staff and their skills in ICT networking. The methodology model that has been used by the researchers is the Analysis, Design, ADDIE methodology model was for the general for all the research parts and was a special ADDIE instructional waterfall design for the University of Mustansiriyah (UoMust) e-learning project and it is summarize with all its activities in the figure.4 below.

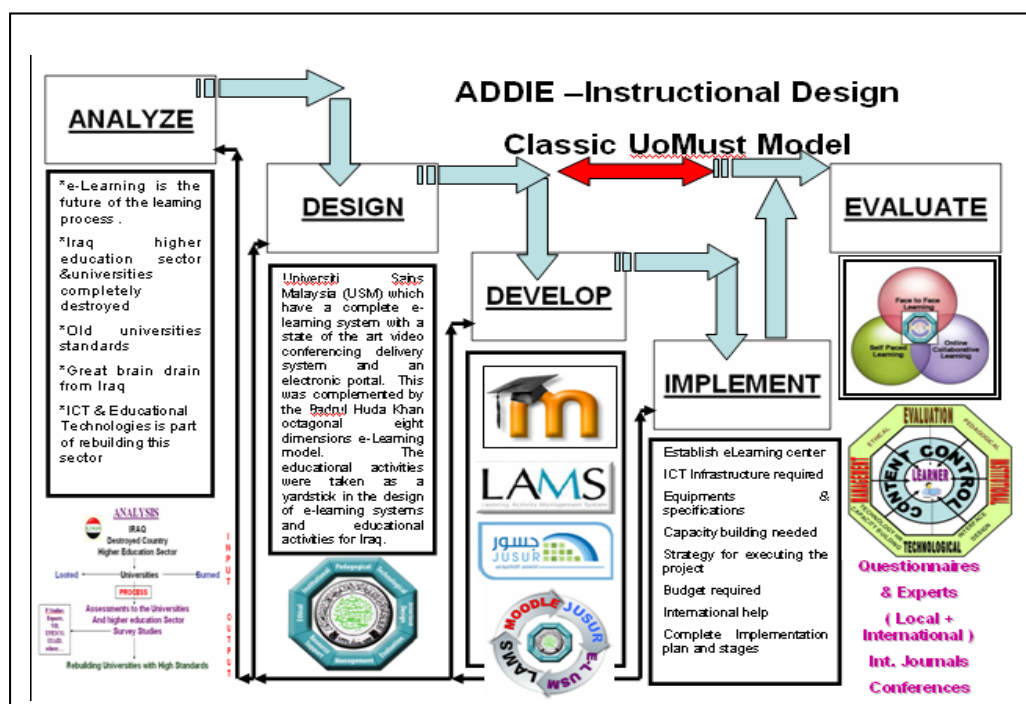


Figure 4: The ADDIE methodology for the UoMust

## 6. Theoretical framework

It was understandable and fixed that UoMust need for a special ICT infrastructure and HR building capacity to implement the e-learning UoMust system. In order to plan for HR BC, we have to know an answer these questions:

- 1-Who will attend these training courses (academic, technical and others)? ,
- 2- What is the goal of this plan?
- 3-What are the types of these courses and what type of training technique to be used?
- 4-When training occurs? and Where?
- 5-What are the needs to execute the training plan? The means training needs fulfilled?
- 6-The cost and the budget?
- 7-The HR CB plan evaluation?

The first phase was one of the most important ones, is to assess the needs of the UoMust from the HR BC plan and for that we made the preliminary questionnaire that was distributed between the academic staff in UoMust. The goal was fixing the general training plan outlines. Since the e-learning is completely depending on the academic staff and especially the senior between them, and for that we made the quick survey for the ICT and e-learning skills between the senior academic staff. After evaluated the results, the required BC programs and types have been proposed as a plan for the university with considering the investigation of previous studies, literature reviewed and meeting with experts, the HR BC plan is fulfilling all the university educational needs from ICT needed to implement the e-learning system needs and others needs also. It could be even for all the Iraqi universities or higher education sector in Iraq. The research framework is given in Figure (5).

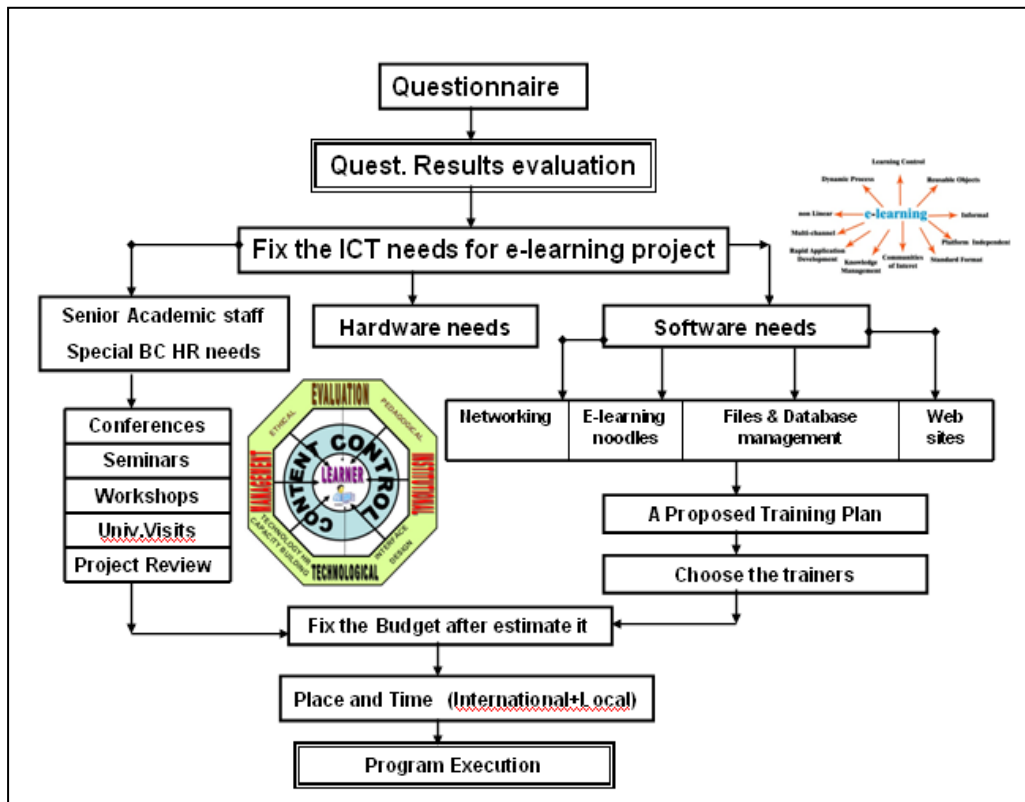


Figure 5: The research framework

## 7. Timing

Most of the project timing in Iraq after 2004 is two years for executing because of the urgent needs in this country. Two years in the ICT field is a long time within the daily technology updates, but it is a complete project and need for this time, which is calculated not estimated where the work conditions are not ordinary conditions and for example, it was the best timing for the United Nations Assistance Strategy for Iraq 2008-2010, which was the first to its kind to be adopted in the country since the 1990s.

<http://www.uniraq.org/newsroom/getarticle.asp?ArticleID=758> and also the European Commission that launched 2009-2010 Assistance Package a program for Iraq.

## 8. The Instrument

The Statistical procedure and the data analysis is one of the most important parts of the research work, and according to ( Marczyk et al. (2005) “in most types of research studies. The process of data analysis involves the following three steps: (1) preparing the data for analysis, (2) analyzing the data, and (3) interpreting the data”.

A survey technique was used to collect the data and prepare it for the analyzing through ICT skills survey questionnaire for the e-learning and ICT skills in the UoMust.

The survey for the e-learning and ICT skills was through designing a survey questionnaire from 35 statement covering all the data required for the HR BC needed, and it was distributed between 250 of UoMust senior academic staff but the complete answers come only from 160, and they are 112 Asses. Professor all holding PhD degrees (80 female and 32 male) and 48 Professors (30 male and 18 female) and all are above 15 years of the public service in the Iraqi higher education sector, but they are now in the UoMust senior academic staff.

Furthermore, there was a pre evaluation for the plan as part of the post evaluation for all the e-learning a solution that was proposed for UoMust.

## **9. Statistical Procedure**

All the Statement answers and the data that have been taken from the questionnaire and the skill's survey were analyzed and computerized using the Statically Package for Social Science (SPSS) . From SPSS calculation, we find the Mean (M), Standard deviation (St.D), Percentages (%) . All the results are used to examine the real ICT, networks, e-learning situations in the UoMust. ICT skills available for academic, technical, and administrative staff . The capabilities of using the internet in e-learning and other academic research works. The academic staff directions and the attitude to the e-learning and training them to use e-learning softwares. We use the result to propose the BC HR plan for the UoMust. A lakert scale of six points was used (Michaela N. Gelin 2003) , and they are: Strongly Agree(SA) 6, Agree(A) 5, Neutral(N) 4,Disagree(DA) 3, Strongly Disagree(SDA) 2, Don't Know(DK) 1.(Khater, 2008; Mohammad, 2008).

## **10. Results**

The survey questionnaire for ICT and e-learning skills. the result (table. 1) shows that there is a huge missing information about e-learning and also there is no experience at all in e-learning software used in it like moodle or LMS or jusur, (50(50. , 5050. , 51%) . Most of the academic staff stated for us that e-learning could be useful to enhance the traditional learning face to face methods (89%) since there is no using for any kind of educational technologies (51%) because it is not offered in the university class rooms till now (M=3). Most of the

academic staff welcomes the study tours or visits to the international standards universities (79.5%) to see the e-learning projects and using, and also the joining the international conferences about (M=83.1%) and the university role to help them by funding these conferences joining.

The university senior academic staff has basic ICT skills like using MS Word (M=5.58) and Power Point (4.83) but not more. Their skills in using MS Excel or other office application is weak (M=3.38, 3.16). The result shows also that a lot of the academic staff still using the traditional methods in their teaching duties, and they do not have electronic student records (M=3.94) and the main reason for that they do not have computers in their offices till now (M=3.25), and they're using for the ICT is to be done from their houses that are used for their researches, communicate with the others ...etc. and most if they are using the internet for around six hours weekly at least. Most of them highly welcomed training them outside Iraq for e-learning or ICT skills (M=5.7). as well they believe that establishing national e-learning center will be very useful (M=5.74) and besides a center in each university (93.1%).

Table. 1: ICT and e-learning skills survey for senior UoMust academic staff

Statement	Mean	%
I think my student are ready to use the net to gain my courses after the class room finish	4.23	70.5%
I think the best way is to use the CAL with the face to face traditional learning methods at the beginning	5.34	89%
I have a lot of information about e-learning networks	2.65	44%
All the university academic staff use the educational technologies	3.06	51%
It is very important to establish national e-learning center	5.74	95.7%
It is very important to establish e-learning center in all the universities.	5.58	93.1%
It is very important to visit other universities in scientific study tours	4.775	79.5%
It is very important to join e-learning conferences	4.98	83.1%
It is very important to train the senior staff in universities out side Iraq	5.7	95%
I have electronic records for all my students (now and passed)	3.94	65.7%
I know how to use all the MS Office	3.38	56.3%
I know how to use MS Word	5.58	93%
I know how to use MS PowerPoint	4.83	80.6%
I know how to use MS Excel and MS Access	3.16	52.7%
I know how to use Moodle software	3.06	50.9%
I know how to use LAMS software	3.06	50.9%
I know how to use JUSUR software	3.06	51%
I have a connected in computer my office in university	3.25	54.1%
I will use the educational technologies if it is offered in the class rooms	5.53	92.1%
A lot of training ICT courses are offered for the academic staff	3.49	58.2%
I use ICT to organize and manage my work	4.88	81.4%
I use ICT to prepare lessons	4.8	80%
I use ICT to find digital learning resources	5.82	97%

I use ICT to design and produce my own digital learning resources	4.35	72.5%			
I use ICT to communicate with colleagues	5.35	89.1%			
I use ICT to communicate with your pupils	5.35	89.1%			
I use ICT to communicate with school management and educ. administrations	3.14	52.3%			
I use ICT to analyze student achievement/ performance data	3.67	61.2%			
I can deal with most technical problems that arise when using ICT	3.41	56.9%			
I feel confident with ICT and would like to use it more effectively	6	100%			
I use the Internet on a regular basis (approx number of 6 hours per week)	4.47	74.5%			
I search for all the update technologies in ICT	3.55	59.2%			
I read all the up to date researches in e-learning	3.55	59.2%			
I have at least one research in e-learning	3.79	63.2%			
I follow all the up to date technologies in e-learning like e-learning2 and M-learning...etc.	3.81	63.6%			
<b>Excellent</b> 90-100	<b>Very Good</b> 80-89	<b>Good</b> 70-79	<b>Accepted</b> 60-69	<b>Poor</b> 50-59	<b>Very Poor</b> Less than 50

## 11. The HR Capacity Building Plan

After fixing the e-learning frame work and the technological needs after complete the designs layout and maps (as shown in the figure 6 & 7)

Complete three parts plan for the BC HR development is shown in table.3. are:

First is: the technology expertise transfer and that come from (e-learning projects study tours, Join Internationals e-learning conferences) (1, 2, and 7)

Second: is the general ICT skill training course. (4, 5, 6, 7, 8 and 10)

Third is: the e-learning specific program training courses. (3 and 12) and for hardware and maintenance was (11).

Fourth is: the special training for the project management group. (9)

The websites training plan and then to Interface Design was a part of the plan, and it is not secret that thousands of good learning programs failed to achieve its goals even it was programmed and designed with top quality e-learning software with using up to date computer specifications. The program will help the trainers on how to create the required interaction and motivation, the feedback control the learning speed and time and other website and interface design elements. Figure.6

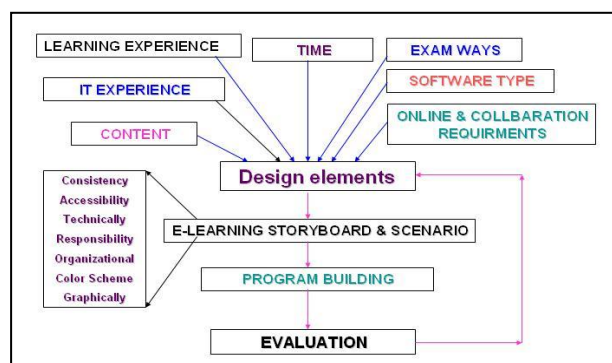


Figure.6 : the interface design elements

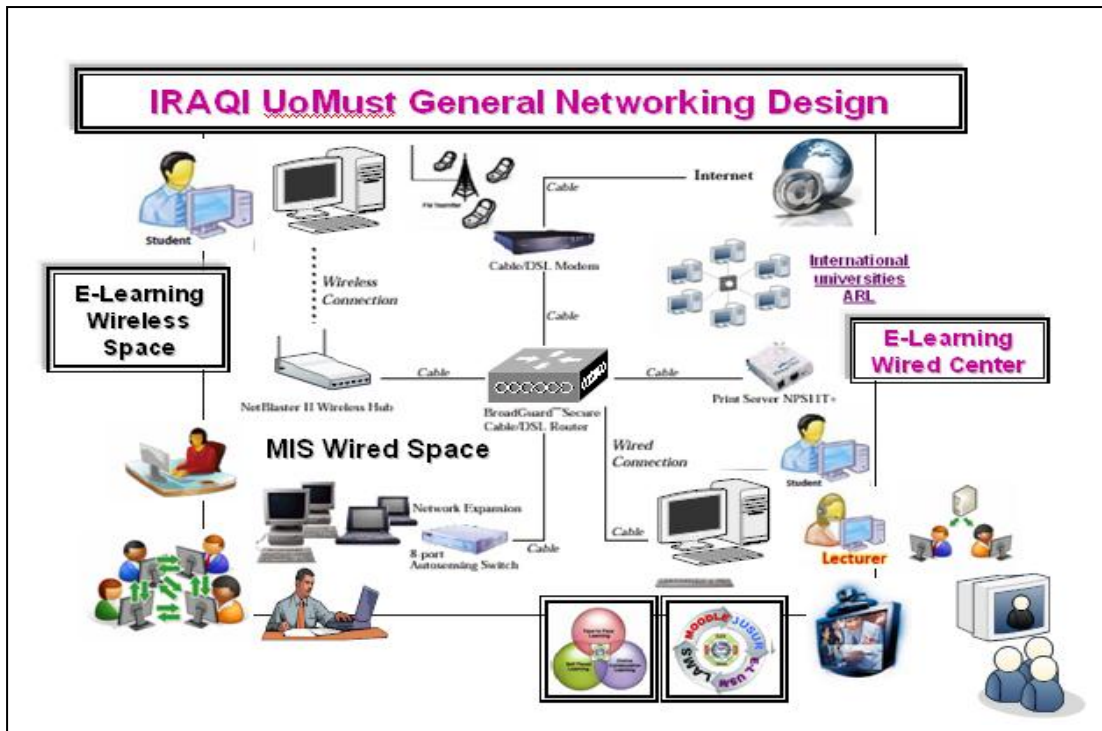


Figure.7 : The e-learning activities in UoMust

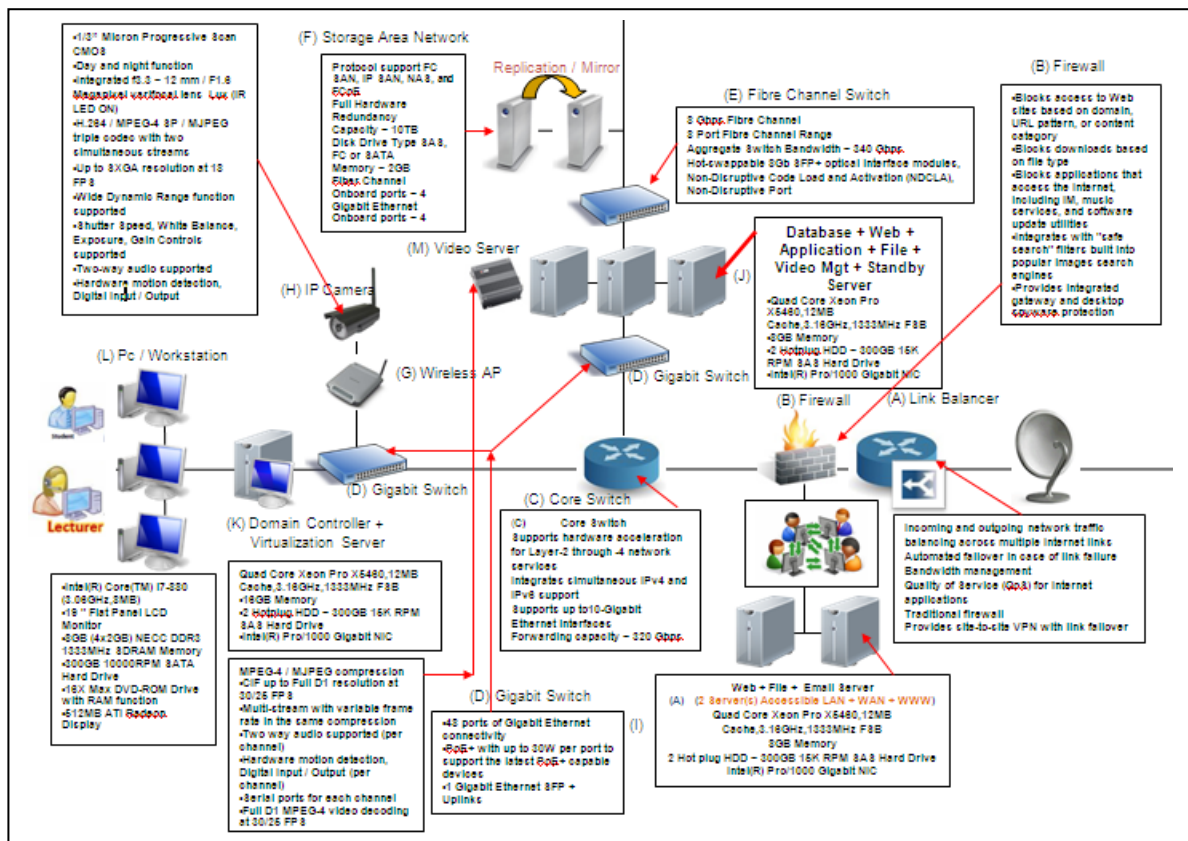


Figure.8 : The e-learning network hardware layout in UoMust

Table.2: The complete double HR CB plan for the UoMust

		Number of activity	P.1 4 months	P.2 4 months	P.3 4 months	P.4 4 months	P.5 4 months	P.6 4 months	Total joining persons	
1	Review of Targeting and eligibility determination option for University senior academic staff	Workshop	1	20	-	-	-	-	20	40
2	Targeting and eligibility determination	Study Tour	1	30	50	-	-	-	50	130
3	Moodle - LAMS and Jusur software's	Training C.	1	30	30	20	20	20	20	140
4	Development Tools	Training C.	5	10	10	-	20	20	20	80
5	Application Server	Training C.	5	10	10	-	20	20	20	80
6	Database Management	Training C.	5	10	10	-	20	20	20	80
7	International IT Conferences	Conferences	6	15	5	5	5	15	15	60
<b>Subtotal</b>			<b>24</b>	<b>125</b>	<b>115</b>	<b>25</b>	<b>85</b>	<b>95</b>	<b>165</b>	<b>610</b>
8	Website Training	Training C.	6	14	10	10	10	10	10	64
9	Training of Supervisors	Training C.	1	10	-	-	-	-	-	10
10	Training of System Operators	Training C.	2	56	-	-	56	-	-	112
11	IT Technical Training	Training C.	6	40	40	20	20	20	20	160
12	UoMust Academic senior Staff IT Proficiency Training (Word, Excel, etc) (10%)	Training C.	6	30	30	30	30	30	30	180
<b>Subtotal</b>			<b>21</b>	<b>150</b>	<b>80</b>	<b>60</b>	<b>116</b>	<b>60</b>	<b>60</b>	<b>526</b>
<b>Total</b>			<b>55</b>	<b>275</b>	<b>195</b>	<b>85</b>	<b>201</b>	<b>155</b>	<b>225</b>	<b>1136</b>

Total time for the complete double capacity building is 2 complete years (24 Months)

It is designed according to the World Bank capacity Building Standards

Total number of Trainer's	Training Course Type	P1 4-months	P1 4-months	P1 4-months	P1 4-months	P1 4-months	P1 4-months
40	Review of Targeting and eligibility determination option for University senior academic staff	20					20
130	Targeting and eligibility determination	30	50				50
180	UoMust Academic senior Staff IT Proficiency Training (Word, Excel, etc)	30	30	30	30	30	30
140	Moodle , LAMS & Jusur softwares	30	30	20	20	20	20
60	International IT Conferences	15	5	5	5	15	15
64	Website Training	14	10	10	10	10	10
10	Training of Supervisors	10					
112	Training of System Operators	56			56		
160	IT Technical Training	40	40	20	20	20	20
80	Database Management	10	10		20	20	20
80	Application Server	10	10		20	20	20
80	Development Tools	10	10		20	20	20

Figure (9): The Program time table

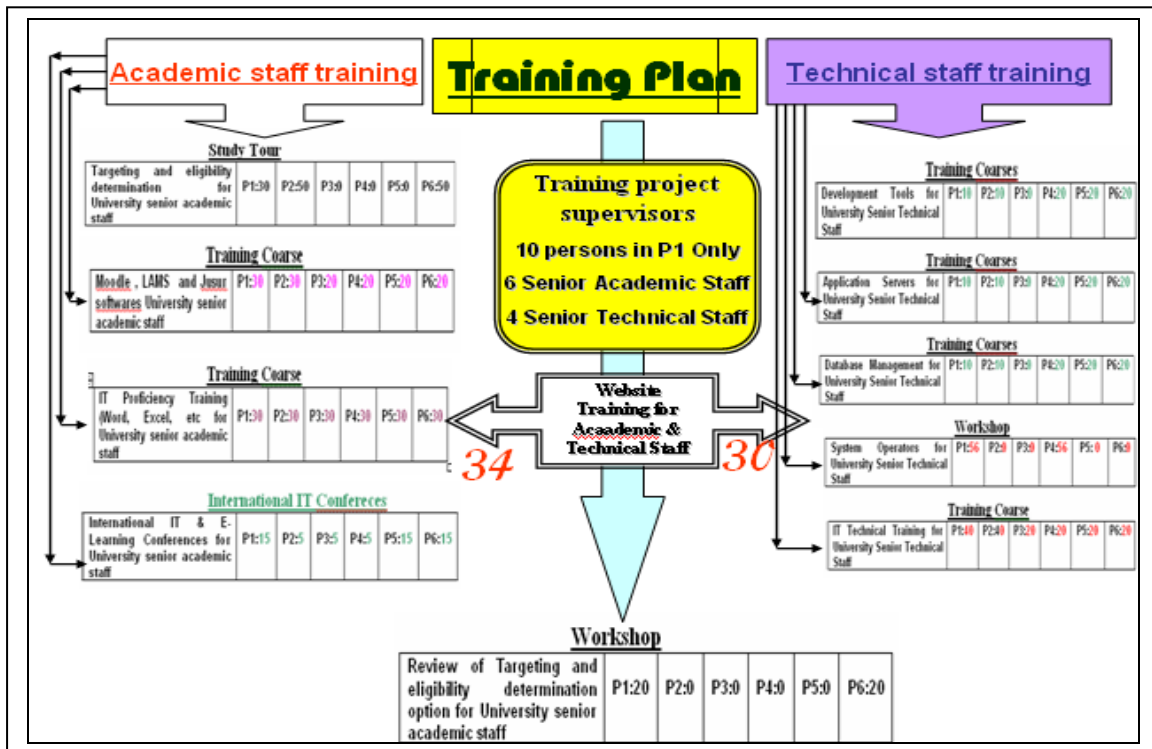


Figure (10): Training plan flow Chart

### 13. HR CB Location

Finding a place that can cover three main requirements was the target with the language and the costs, it was the hardest part of the plan, these requirements of the training proposed place was:

- 1-Advance in ICT technologies and have good training centers.
- 2-Advance e-learning projects.
- 3-High standards universities.
- 4-Acceptable costs
- 5-The language

After searching a lot of studies in the Middle East, Gulf zone, and Islamic countries, it was found that e-learning is still at the beginning steps in most of these countries, besides, there are big differences in their higher education systems that used in these country universities. The best was found in four countries, and they are Egypt, Malaysia, Turkey and Kingdom of Saudi Arabia. One of the best between them was Malaysia. This country has a good

institutional structured, highly science, and technology progressed towards universities and most of them are British standards universities. A lot of lot of the big ICT companies have good centers and branches in Malaysia like Intel, Microsoft, Cisco...etc, and all of them have been training centers with high standards. The Malaysian society is similar to the Iraqi from the Islamic religion, the multi races, different cultures besides the using of the English language and also there are a lot of e-learning and education summits, meetings and conferences. Here it was found that the best place for the HR BC in UoMust or in Iraq as general is Malaysia, since its universities have been good e-learning projects.

The searching for the university guide us to the Universiti Sains Malaysia (USM: <http://www.usm.my>), this university has been implementing e-learning since 1983 with the systematic redesign of learning materials into printed pedagogic self-instructional modules incorporating audio and videocassettes, slides and filmstrips. The prominent inclusion of telecommunications was brought about by the introduction of audio teleconferencing in 1988 and the incorporation of an electronic writing board in 1989. In June, 1995, USM once again made history in distance education and e-learning in Malaysia, in particular, and the world in general, by joining the elite universities of the world in using interactive full-motion video conferencing and in August 1997. A home-grown electronic portal was launched in 2003 with full migration to Moodle in December 2005. As of 2006, the video conferencing sessions are steamed live on the Internet enabling student access from anywhere in the world (with connection).

## **12. Conclusion**

As general post evaluation for the complete e-education UoMust shows us very clear that there is a great welcome and moralization towards the HR CB plan by the university academic staff. ( Mean was 44. , 75% and also the plan was well organized and planned (M=4(M= , 71%) and UoMust must do its HR CB according to its needs and must not be controlled by the ministry of higher education (85%).

The HR BC plan is covering all the required fields for the e-learning project and ICT, hardware and software in UoMust and could be expanding also to cover some other skills like management, language, maintenance, and others if it is required.

Outside Iraq's universities visiting and conferences joining is a very important element in the, HR CB because of the big technological gap between Iraqi universities and others international universities.

Table.3: Some of the post evaluation project results related to the HR CB

Statement	SA	A	N	DA	SDA	DK	MEAN	%
Focusing on the capacity building for the senior academic staff is very important and urgent	123	39	11	5	2	51	4.352	75.54
UoMust trials towards IC3 & other activities are good steps towards adopting e-learning	83	19	37	29	45	18	4.051	67.53
The proposed human resources capacity building is well planned and organized plan.	107	16	31	19	33	25	4.3	71.71
It is a big mistake to control universities international human resources capacity building by the ministry in conditions like Iraq conditions	147	9	43	17	12	3	5.095	84.92
There must be continues CB evaluation	105	38	33	18	27	10	4.632	77.2
Dealing with human resources capacity building dimension plan and fix its required budget is very important element in the project implementation.	99	41	49	13	12	17	4.653	77.56
<b>Excellent 90-100</b>	<b>Very Good 80-89</b>	<b>Good 70-79</b>	<b>Accepted 60-69</b>	<b>Poor 50-59</b>	<b>Very Poor Less than 50</b>			

Great challenging will face the executing of the proposed complete HR BC plan. Two workshops are planned in the program, one at the beginning of the project and the other is at the end for review of targeting and the eligibility determination options for UoMust senior academic staff and will invite to it a lot of the big expertise holders from all of the worlds and the country where the program will be executed.

Training inside Iraq is better than the train in outside Iraq, but since the security subject in Iraq is still missing, and most of the big companies still put red lines against any project in Iraq, especially after the kidnapping of the British ICT expertise from the ministry of finance last year 2009, so the choices will be very limited and train outside Iraq is the best choice with the additional benefit that could be gained and strength the relation with the ICT companies and their updates.

The funding and the budget will be other challenges, since it is very difficult times in Iraq because of the rebuilding cost and the government is to fund everywhere. Such program needs a special budget to complete it and achieved the targeted goals, and it is better to look for other ordinary ways for funding it like USAID, JICA, World Bank...etc. A lot of the UoMust academic staff encourages that direction in the funding process for the project.

Executing such multi dimensional programs need for well structured institutions. The institutional structures of the most of the Iraqi government bodies still very weak and in the

first step of repairing them, and universities are from these bodies. The role of the upper ministry still controls the work view in Iraqi universities. The missing of the leadership role taken into consideration and a special program is designed for that in the plan, and this is an also other challenge that must be solved.

The lack of the e-learning experience is also another challenge and starting from the zero point will be very difficult, so the program is designed to have the study tours and visits, joining the international conferences to gain the experience from the progressed others and transfer it to Iraq. "Study Tours as an effective and efficient means to transmit institutional development methods and experiences".

[http://www.escwa.un.org/divisions/ecri\\_editor/Download.asp?table\\_name=meetings&field\\_name=id&FileID=104](http://www.escwa.un.org/divisions/ecri_editor/Download.asp?table_name=meetings&field_name=id&FileID=104)

Malaysia as one of the leading countries in the e-learning is the best place for the academic staff university visits especially.

Malaysia is the best place for executing the program, and it is better to do it completely in USM, and this university will play the additional adviser role for the Iraqi side, since they have a long history in e-learning from 1983.

The cost of executing the program in Malaysia will be lower than from any other country because of the lower living standards in it even with the big distance between the two countries. The best way for that is to sign Memorandum of Understanding MOU between UoMust and USM for this project.

Everything in this small World is being changed by IT revolution (through the idea from Top down to Bottom up), it becomes very important to all of us to obtain the skills of IT in this information digital world, and it is closely to be a world first language. In the fact and by the experiments, gaining the technology itself only is not enough for a true empowerment. As educators and educational technologies researchers, it is very important to change our self's and having an informational mind to recognize what kind of information we should access and analyzing information with learning or educational perspective.

Without strong local institutions and motivated staff, decentralization and human settlements reform will not deliver the desired development outcomes. However, many local authorities lack human resources required to meet urgent needs. HR Training as part of capacity building is therefore, a wise investment into the future sustainability of our UoMust.

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