



Arab Academy
for Science Technology & Maritime Transport

The International Maritime
Transport and Logistics Conference

“Marlog 11”



University of Maribor

Faculty of Logistics



INSIGHTS INTO LOGISTICS AND SUPPLY CHAIN EDUCATION IN MIDDLE EAST

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UNIVERSITY OF MARIBOR
(CELJE, SLOVENIA)**

Laboratory for Quantitative Modelling in Logistics

Laboratory for Cognitive Systems in Logistics

Laboratory for Sustainable Mobility and Transport

**Laboratory for Managing Logistics and Supply
Chains**

Laboratory for Green Technologies



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COOPERATING:

INTERNATIONAL EXCHANGE STUDENTS



PRESENTATION STRUCTURE

- *MOTIVATION, SCOPE & GAP*
- *CHALLENGES OF TEACHING SUSTAINABILITY IN HEIs – DO WE NEED IT?*
- *METHODS*
- *RESULTS*
- *CONCLUSION*



- ***MOTIVATION, SCOPE & GAP***
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MOTIVATION AND SCOPE

SUSTAINABILITY

- The environmental and climate crisis is gaining priority among critical humans' concerns; therefore, environmental knowledge and sustainable solutions play a major role and gaining global popularity as an academic discipline.
- United Nations-Sustainable Development Goal no. 4 acknowledges the role that education has in promoting sustainable development
- What are the differences among study fields, study levels, countries?
- Significant differences among specific study programs as well as higher education institutions were identified

LOGISTICS & SCM

- Supply chain disruptions are leading towards prioritisation of logistics and supply chain management enabling us to maintain current lifestyle
- Efficient logistics and managing new challenges is becoming a key issue of reliability
- What are the differences among study fields, study levels, countries?
- Significant differences among specific study programs as well as higher education institutions were identified



GAP AND OBJECTIVE

Studies mainly performed just a brief review of study programs according to their names, educational outcomes

Sometimes focused on university rankings, not geographical area

Many studies investigate sustainability perception and vision of students of sustainability education

In this case, the study was focused on logistics and SCM in relation with sustainability issues within Middle East countries

OBJECTIVE: examine the number of programs, sustainability integration, divide them among logistics and SCM and identify priorities of individual countries



CHALLENGES OF INTEGRATING SUSTAINABILITY IN HE

- Identified need for greater integration among students
- Lacking knowledge and low priority among professors
 - *“I will tell them something on one or two slides”*
- Limited time and possibilities among existing subjects
- Formal / study limitations (new curricula?) and rigid rules
- High priority among students, global strategic development paradigm and international agreements



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METHODS

State and private study programs available in English in Middle East
(without Egypt and Palestine)

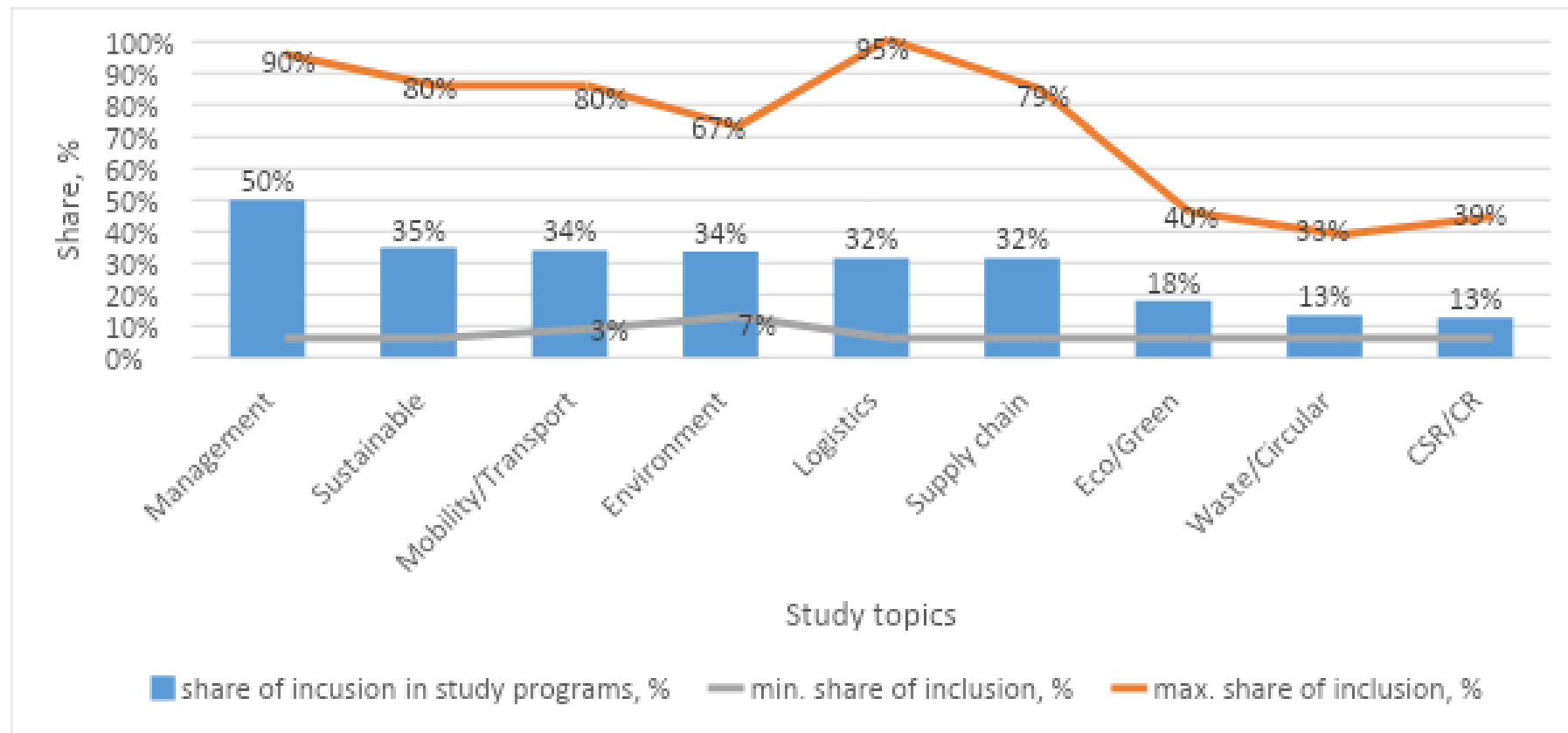
- Level of integration of a)transport, logistics and SC, b) management and c) sustainability;
- Keywords addressed at examining course topics and content. Selected keywords for the analysis were:
 - “Logistics”, “transportation”
 - “Supply chain management”, “management”
 - “green/environmental”; “environmental protection”, “sustainable development/sustainability”, “circular (economy)”, “ecology(-cal)”, “social responsibility” and related acronyms and synonyms;
- Comparing bachelor, master, and doctoral programs on inter-disciplinarity
- Assessing sustainability index and integrated topics



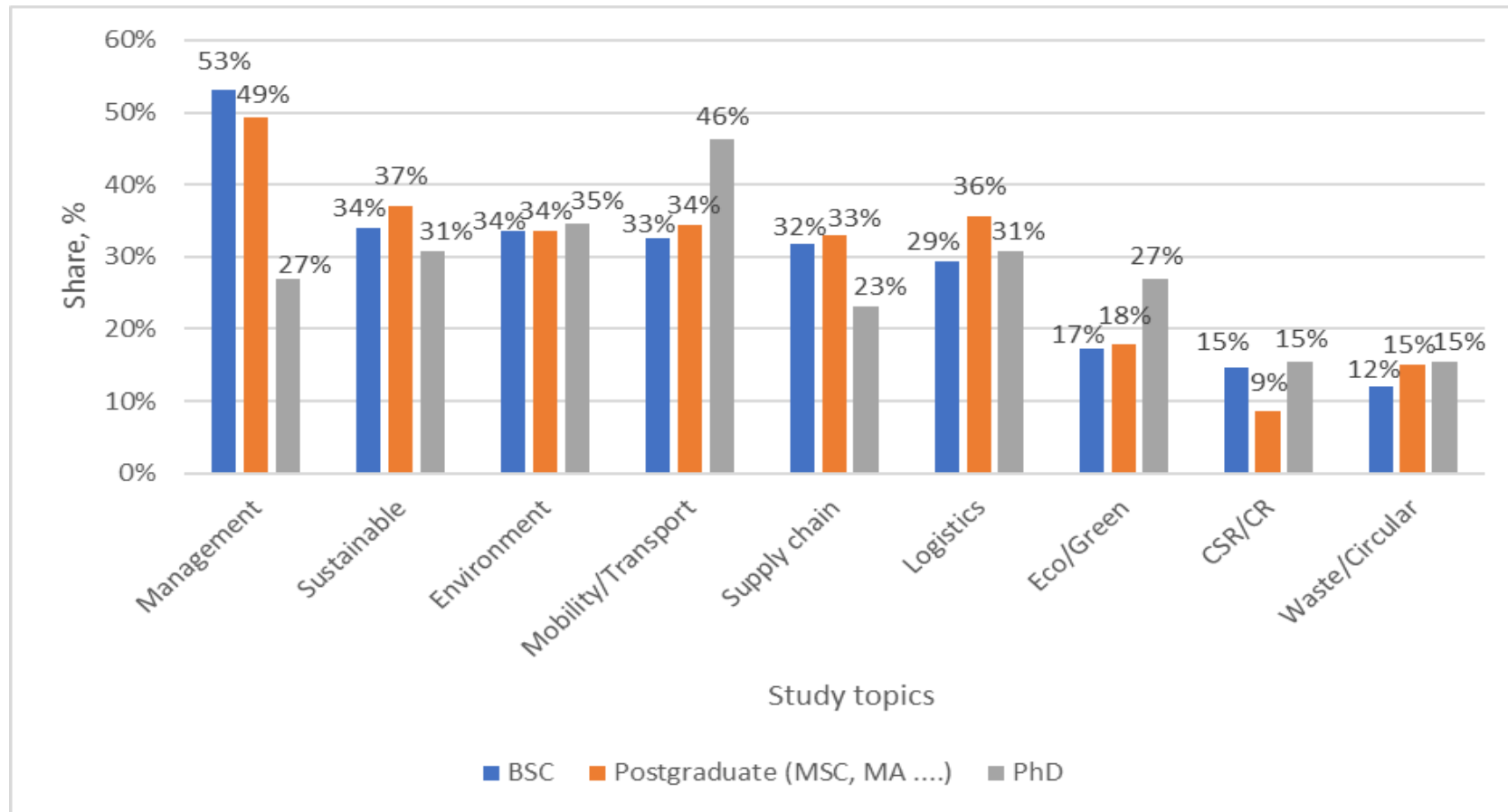
- *MOTIVATION, SCOPE & GAP*
- *CHALLENGES OF TEACHING SUSTAINABILITY IN HEIs – DO WE NEED IT?*
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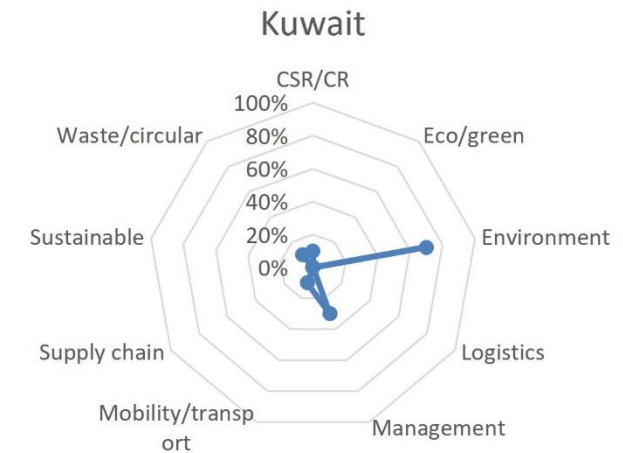
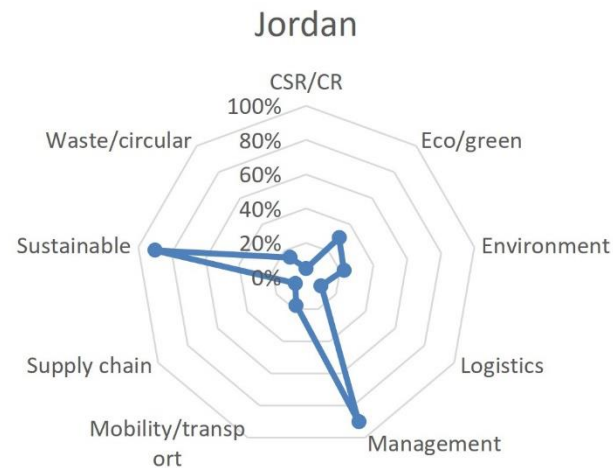
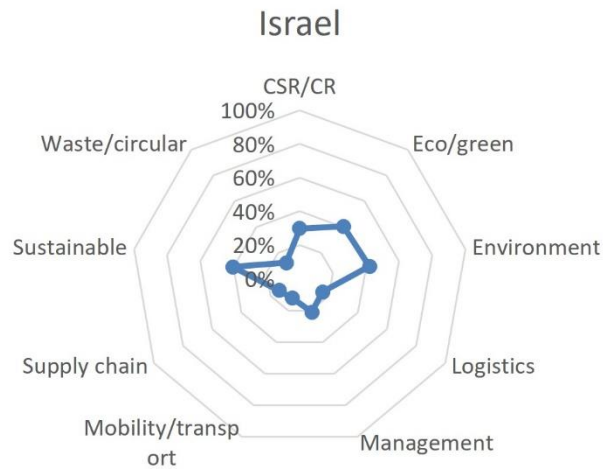
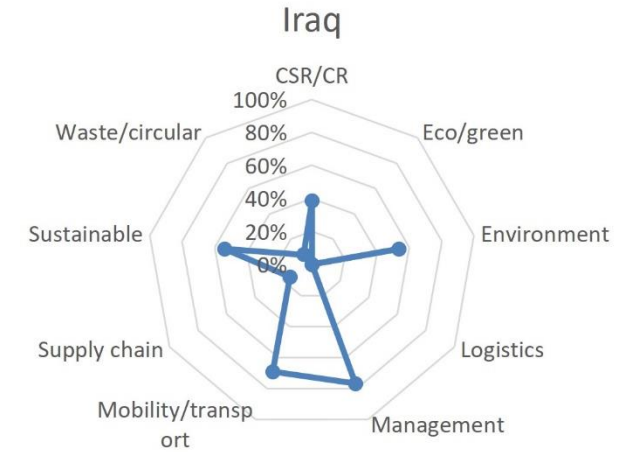
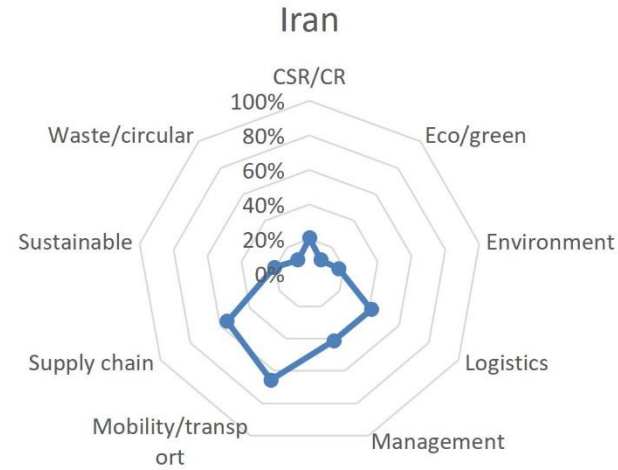
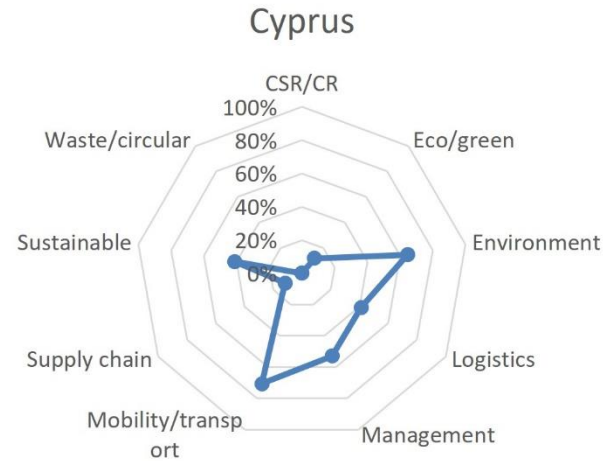
STUDY TOPICS



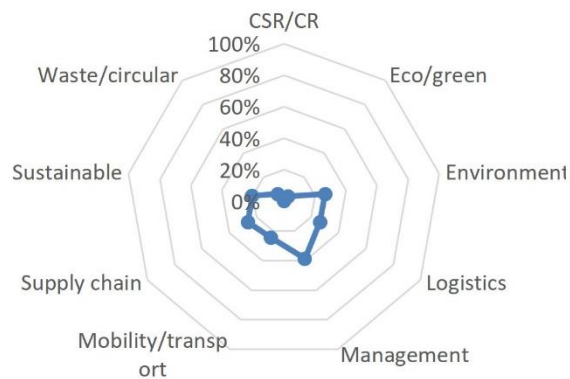
STUDY CYCLES AND TOPICS



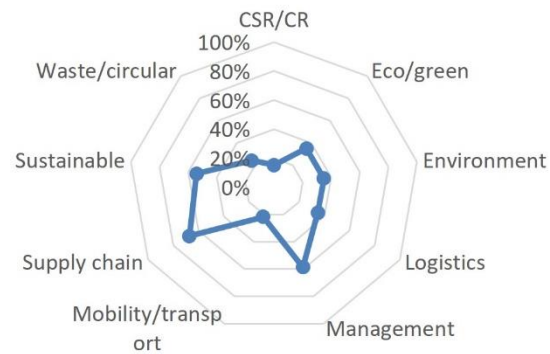
INTEGRATION OF SPECIFIC TOPICS



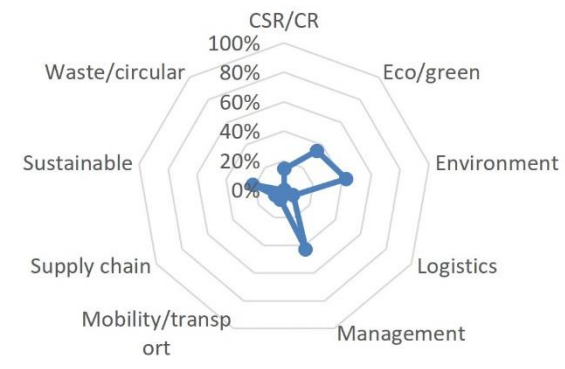
Lebanon



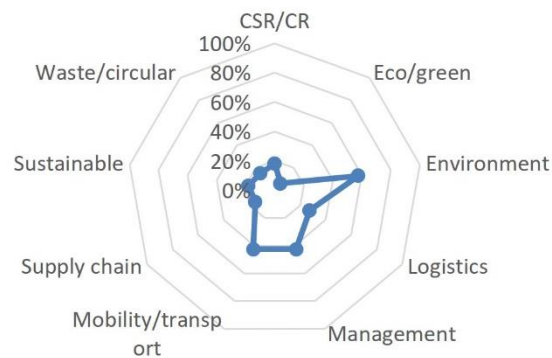
Oman



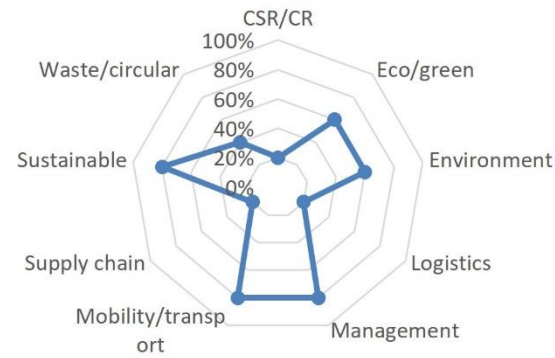
Qatar



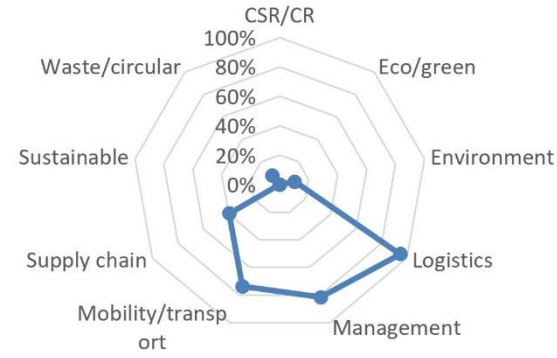
Saudi Arabia



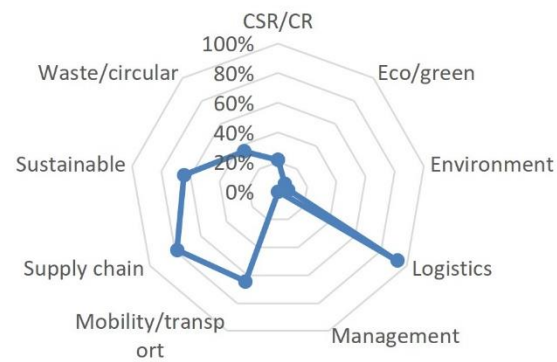
Syria



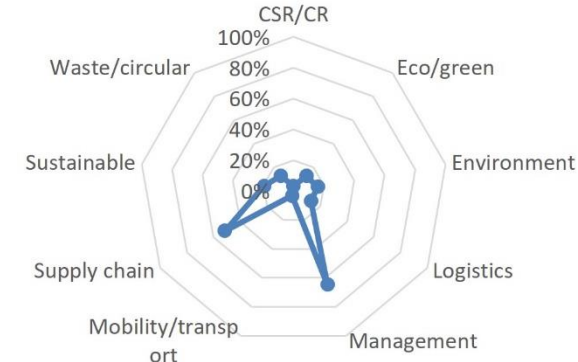
Turkey



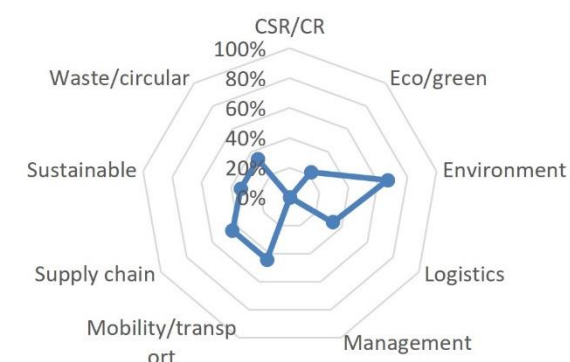
UAE



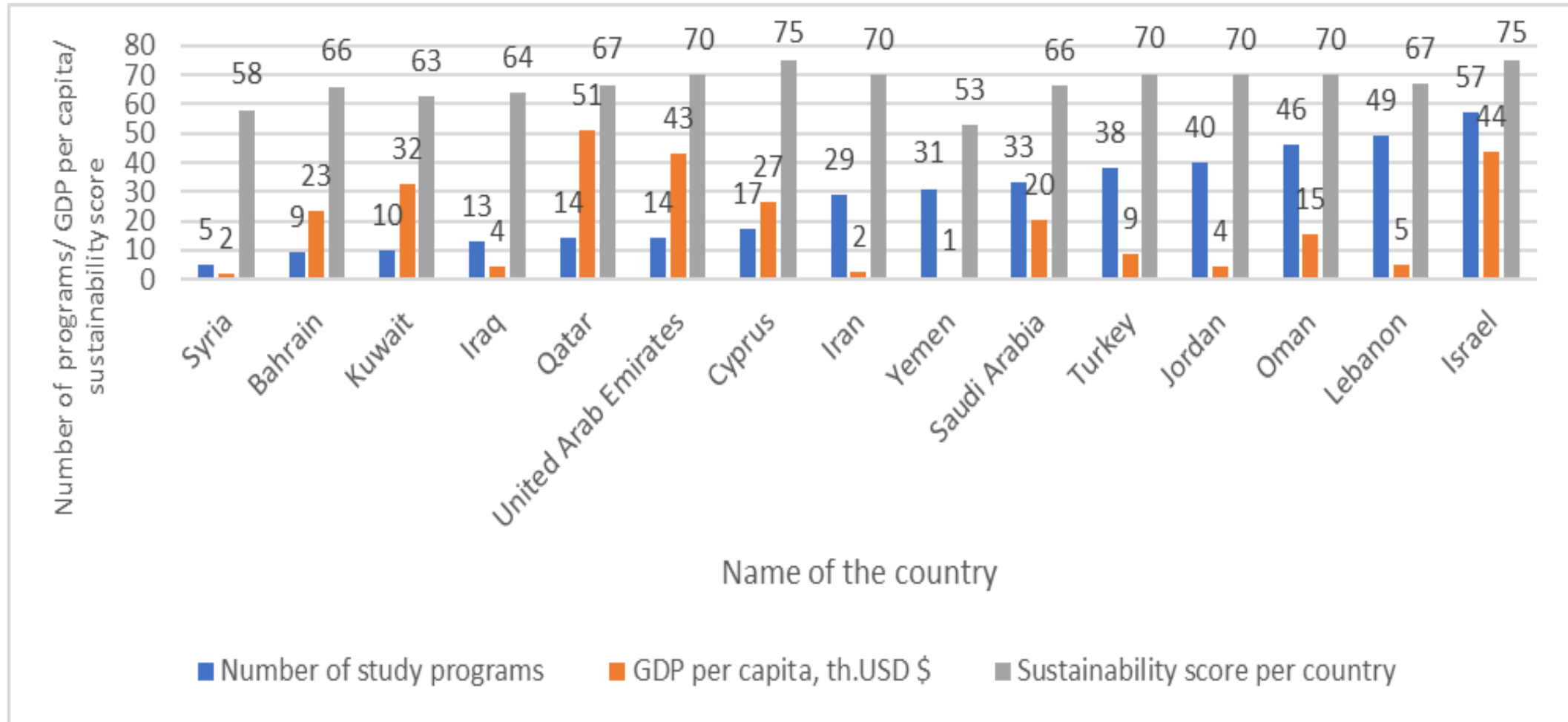
Yemen



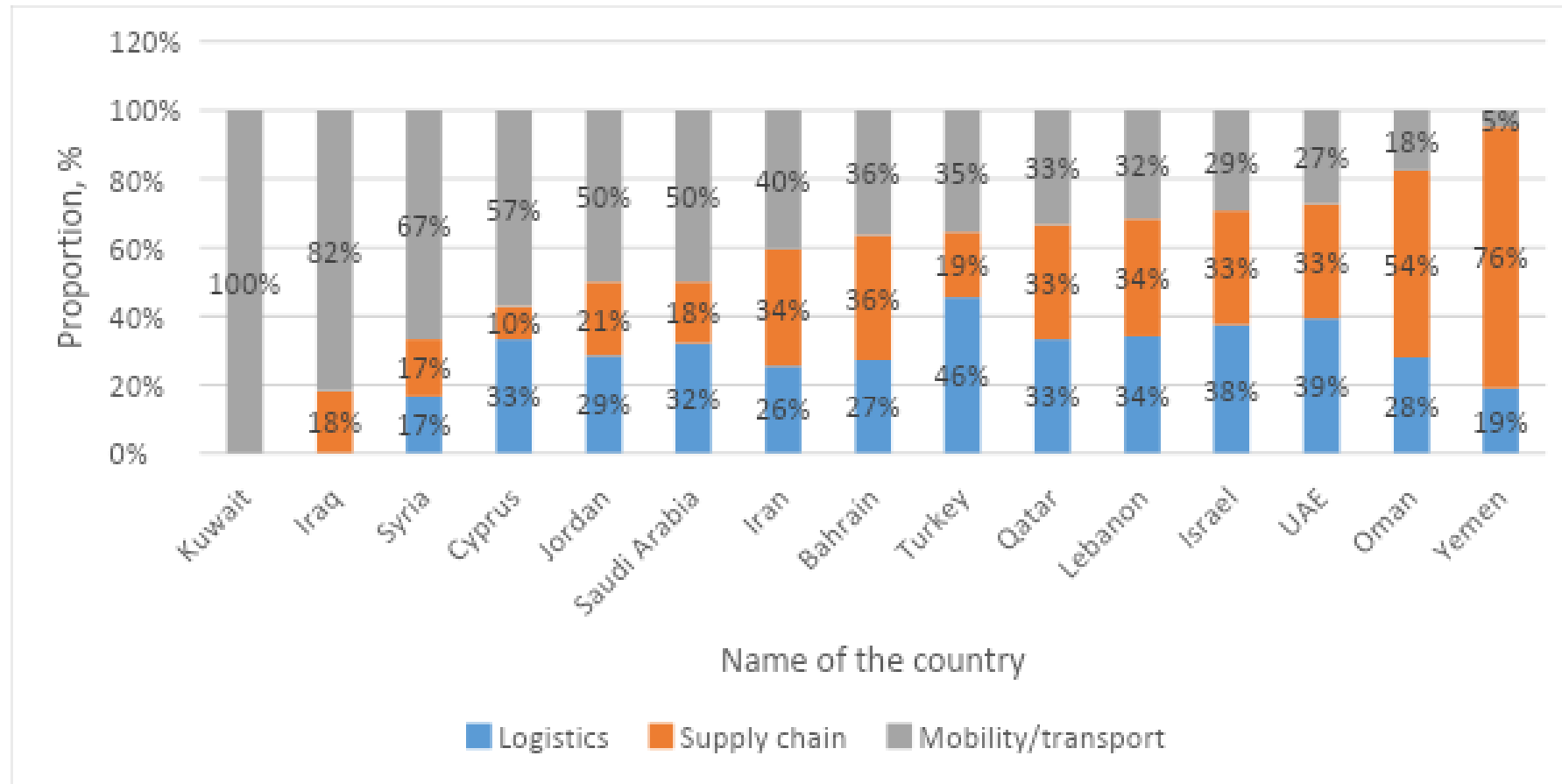
Bahrain



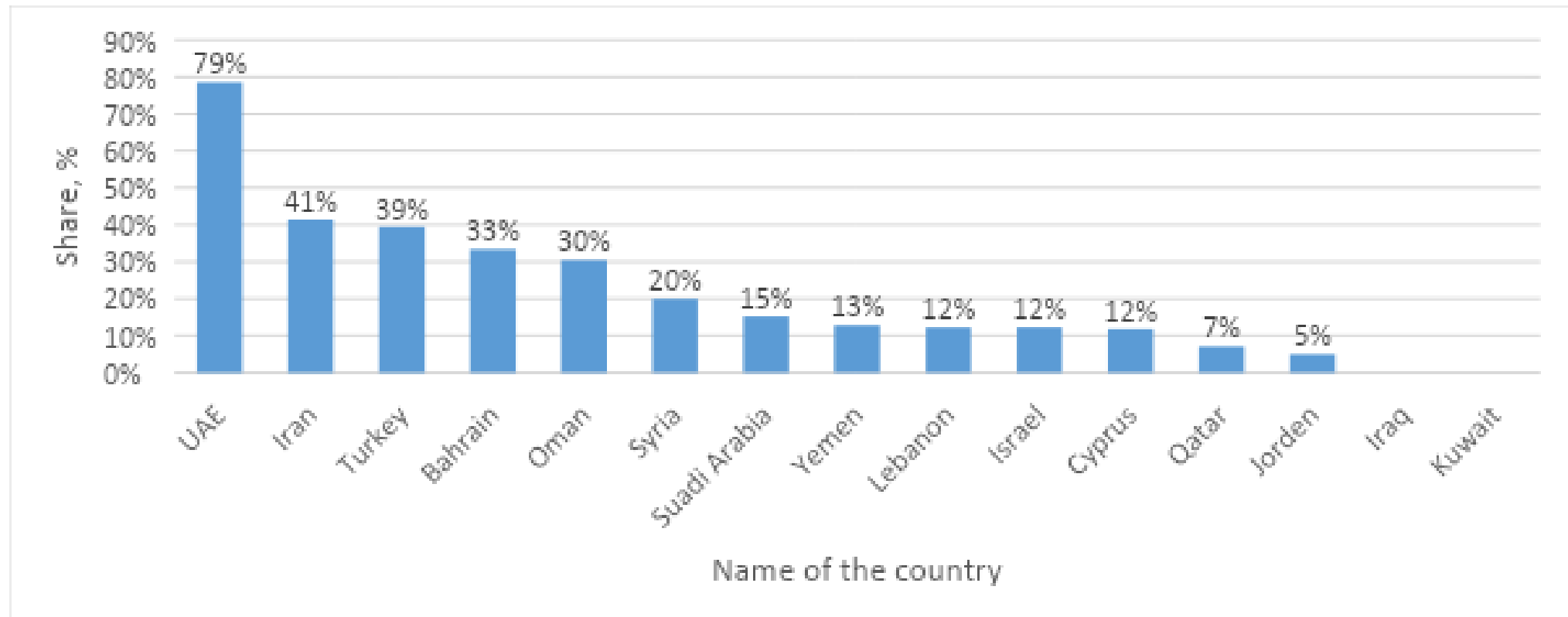
INCLUDED STUDY PROGRAMS, GDP & SUSTAINABILITY INDEX



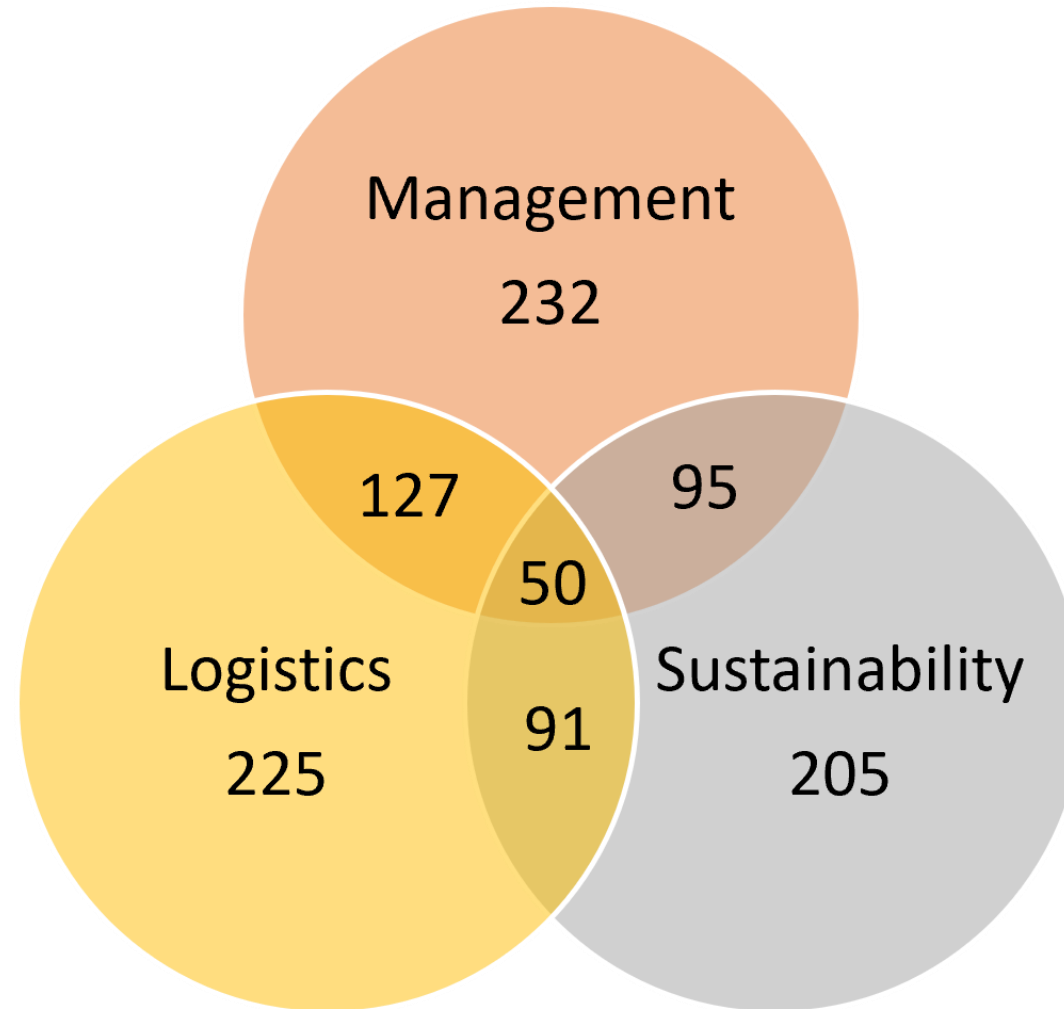
SUPPLY CHAIN vs. LOGISTICS vs. TRANSPORT



LOGISTICS RELATED STUDY PROGRAMS (aggregated data)



INTEGRATION IN INTERDISCIPLINARITY OF SPECIFIC TOPICS



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INSIGHTS



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- extremely large differences between study programs in different countries.
- Results indicate that Turkey, UAE, Cyprus, Saudi Arabia, Lebanon, Israel, Jordan emphasize logistics in HE programs. Other ME countries (Iran, Oman, Bahrain, Yemen, Iraq) highlight the supply chain study topics.
- Sustainability education & Sustainability index are not correlated
- Mostly countries have more logistics and transport related programs and not many sustainability related





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TECHNOLOGY HAS A BIG ROLE IN ACHIEVING SUSTAINABILITY...

...EDUCATION's ROLE IS EVEN BIGGER

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