Final Report of National Deliberations-The State of Kuwait

1. National Deliberations for the 2022 Education Transformation Summit

- Coordinator: Dr. Muthanna Talib Al-Rifai
- Number of deliberations: (5)
- Basic information on all the deliberations held:

Dates	Wednesday 27/07/2022 (first deliberation) Thursday 28/07/2022 (second deliberation) Monday 01/08/2022 (third deliberation) Tuesday 02/08/2022 (fourth deliberation) Wednesday and Thursday 3, 4 /08/2022 (fifth deliberation)
Titles	1- The four main components contained in the Guidelines for National Deliberations. 2- Thematic courses of action: - Inclusive, equitable, safe and healthy schools - Learning and skills for life, work and sustainable development - Teachers, teaching and the teaching profession - Learning and digital transformation - Education financing
Types (example: national, subnational levels)	At the national and sub-national levels
Geographic focus	Different regions
Number of participants for each deliberation	First deliberation: 51 attendees + 96 (video call and questionnaires) Second deliberation: 31 attendees + 82 (video call and questionnaires) Third deliberation: 62 attendees + 118 (video call and questionnaires) Fourth deliberation: 59 attendees + 105 (video call and questionnaires) Fifth deliberation: 68 attendees + 6 (video call)
The used language	Arabic language with the inclusion of English terms

- Total number of participants:

Age group of participants:	
12	0 – 17
318	18 – 29
307	30 – 59
41	60+

Gender of participants:	
314	Males
364	Females

Participants from each sector:

578	Education		**5**	Nutrition
9	Child protection		**13**	Communication
4	Health		**27**	Information technology
31	Labor		**4**	Social protection
4	Environment		**1**	Water, sanitation and hygiene
2	Financing			Other (please explain)

Number of participants from each stakeholder group:

238	Teachers, facilitators and university professors
115	Youth and students (including children and adolescents)
4	School leaders (for example, from the ASPnet)
9	Representatives of local departments of cities and local government
3	Parents and caregivers
2	Small and medium sized enterprises / unions
2	Major national companies
-	Parliament members
-	Multinational companies
4	Local authorities
35	Governmental and national institutions
3	Public servants
-	Regional economic community
4	Local NGOs
2	International and/or regional financial institutions
3	International Non-Governmental Organizations
4	Private Foundations / Partnership /Joint Venture
632	Indigenous people and community leaders (Indigenous 632, others 46)
6	The scientific and academic community, universities and research institutes
13	Media
-	Others

2. Principles of Association

How did you organize the deliberation to ensure the following principles of national deliberation?

✓	A comprehensive approach to the government
✓	Inclusion and equality
✓	Focus on youth as "change factors"

First: A number of (3) major coordination meetings were held, with participants of entities such as (The National Coordinator - Ministry of Education - the National Center for Education Development - The National Bureau for Academic Accreditation and Education Quality Assurance of - The Supreme Council for Planning and Development) aimed to achieve the following:

1- Studying the proposed main components of the Education Transformation Summit and defining the framework of each component according to the volume and nature of the disruption in the educational process due to Covid-19 pandemic, the response to it, and education policy course schedules.

2- Communication and coordination with the representative of the Secretary General of the United Nations, the representative of UNICEF, the representative of the United Nations Development Program, the World Bank's representative, and head of the Office of the Representative of the Secretary General of the United Nations to provide substantive support.

3- Determining the parties that will participate in the national deliberations with all societal groups, specifying their number, date, and venue.

4- Determining deliberations focusing on youth and students through the Ministry of Education and presenting its findings in the national deliberation.

Second: Inviting the parties participating in the national deliberations, which exceeded (60) parties, in which all segments of society were represented, with a focus on youth and students, and defining the purpose of these deliberations.

Third: Defining the courses of action and the main components that were focused on in the national deliberations for the 2022 United Nations Education Transformation Summit.

Fourth: Determining the findings of the national deliberations for the work streams and components and including it in the statement of national commitment.

3. Focus of Deliberations and their Findings

The main areas of focus in the national deliberations were the following courses of action for the United Nations Education Transformation Summit 2022:

1- Inclusive, equitable, safe and healthy schools.
2- Education and skills for life and work on development.
3- Teachers and the teaching profession.
4- Digital education and transformation.
5- Education financing.

The findings were as follows:

1- Main Findings Related to Track No. (1)
   - Developing an infrastructure and digital framework for the educational system and coordinating with the competent authorities or entities related to communications and information technology.
   - Improving the quality of the educational process in all its stages by raising the teacher's teaching efficiency and supporting educational buildings.
   - Providing a school environment that is inclusive, safe, protected and conducive to the education, healthy growth and well-being of children, youth and teachers.

2- Main Findings Related to Track No. (2)
   - Developing curricula at all educational levels (general education - higher education) to include the skills of the twenty-first century.
   - Diversification of secondary education pathways in line with international standards and labor market requirements.
   - Improving the quality of graduates and raising their skills in line with the requirements of the labor market and keeping pace with technological developments at the levels of both public education and university education.
   - Establishing vocational education exchange programs in partnership with universities and industry bodies.

3- Main Findings Related to Track No. (3)
   - Working to raise the standard of the teaching profession.
   - Completion of the teacher's professional licensing system which includes continuous professional development programs.

4- Main Findings Related to Track No. (4)
   - The strategic transformation of education takes an inclusive approach to include government, the private sector and civil society for the preparations for twenty-first century skills.
   - Developing a digital infrastructure for the educational system and coordinating with the competent authorities or those related to communications and information technology.
   - Working under the umbrella of unifying government electronic applications and finding a technical partner.
   - Emphasizing the digitization of the curricula and its alignment with the requirements of the Fourth Industrial Revolution, and the effective involvement of teachers, learners, families and the community in the processes of developing the learning content.

5- Main Findings Related to Track No. (5)
   - State financing on education exceeds 10% of public spending.
   - Effective use of human and financial resources, including a review of the tasks and responsibilities of school staff.
   - Increasing and monitoring investment in early childhood development.

- Enhancing education financing by opening the door to investment while developing innovative mechanisms to activate community partnership to ensure sustainable financing.

Second - The Main Components and Findings of the National Deliberations:

1- Key Findings Related to Component (1)

Ensuring recovery from the effects of Covid-19

1- Directing efforts towards training sessions to students in skills lost during classroom interruption by using reviews, educational videos, and training during the sessions.
2- Establishing a platform for providing social and psychological services for learners and parents to recover from the effects of Covid-19 pandemic.
3- Working on developing remedial plans to fill the gaps that occurred due to Covid-19 pandemic aimed to raise student's academic and cognitive achievement by setting additional measures, including the following:

✓ Promoting the role of student care centers in educational districts to provide psychological and cognitive care for dealing with the pandemic and beyond.
✓ Conducting field studies and research to measure the effects of the pandemic on education.
✓ Activating learning environments within the school (laboratories - gyms – drawing studios ... etc.).
✓ Preparing flexible contingency plans to face potential crisis situations in education such as schools' food catering and students' general health.
✓ Evaluation and follow-up of the implementation of emergency plans.
✓ Continuing training programs to develop the capabilities of teachers to face the emerging global challenges.
✓ Joint coordination between the education sector and other government sectors and the strengthening of community partnership at the local and global levels in order to achieve recovery from the effects of Covid-19 pandemic.

2- The Main Findings Related to Component (2)

Achieving the desired transformation in education (medium and long-term):

- Continuing to include the goals of the fourth goal of sustainable development (good and equitable education) in the state's development plan through the development of initiatives and projects related to digital transformation, such as: the initiative to transform into a knowledge-based economy, and the initiative to improve the governance of the educational system.
- Developing the digital infrastructure of the educational system in coordination with the Ministry of Education and the National Center for Education Development, and the competent authorities or those related to communications and information technology, with consideration of benefiting from the information technology infrastructure library,

broadband technologies and initiating digitization (represented in transformation of paper content or electronic files into digital data), digitalization represented in transforming the operational processes from traditional to digital ones, thus setting the stage for digital transformation.

- Creating comprehensive and sustainable educational platforms that simulate artificial intelligence and technical development, in cooperation with foreign universities interested in artificial intelligence.
- Issuing a circular to use Learning Management Systems LMS and Content Management Systems CMS with appropriate technical solutions, blended and hybrid learning, and modern technology applications in education.
- Heading towards converting paper-based exams into digital and electronic ones using random method to abandon any monitoring and displaying results immediately.
- Establishment of smart schools with high standards that achieve security and safety in the educational environment and the application of augmented and virtual reality in the education style.
- Emphasizing care and interest in early childhood development through educational initiatives and projects such as: Early Childhood Initiative, and the National Early Education Standards Project.
- Setting new educational policies that take into account people with special needs and reconsidering educational regulations and systems to provide necessary facilities and allow them to have equal opportunities among their peers.
- Coordination with the competent authorities or those related to communications and information technology to implement cybersecurity in the virtual educational environment.
- Work is underway to obtain ministerial approval for the teacher's license to start implementing it.
- Designing a website (Drbni) for the educational staff.
- Activating the use of the Geographic Information System (GIS) in the educational sector.
- Work is underway to develop policies for higher education and scientific research in line with the state's vision and development goals.

3- Key Findings Related to Component (3)
Review of National Education Goals and Standards

- Work has been done to set the national reference standards for the fourth goal of the sustainable development goals and were sent to the UNESCO.
- With regard to the seventh indicator, which is gender equality, the indicators over the previous years demonstrate equality in the provision of educational services for both genders, as there are modern and equipped schools for every stage from kindergarten to higher education. Therefore, the equality index = 1 with a preference for females to excel in academic completion and with an increase in numbers in post-secondary education. Statistics indicate that 70% of Kuwait University students are female.
- Plans and programs were set at the state's level and were supervised by the General Secretariat of the Supreme Council for Planning and Development and approved by the

Council of Ministers according to the development plan for the next five years. All of these plans emphasize supporting the society's reference values.

- The state has taken several reform steps and ambitions which are underway, as mentioned in the national deliberations, the most important of which are the following:
- Developing policies and strategies and amending government plans to keep pace with the international changes that the world is witnessing economically, environmentally and healthily.
- Increase the awareness of society through media campaigns about sustainable development goals and the purposes of the fourth goal that the government seeks to achieve through development plans and raising environmental awareness of climate changes, in order yo inform the community about green education and green schools.
- Aligning the outputs of the educational system and linking them with the needs of the changing labor market, adopting knowledge education, and paying attention to life skills to support the knowledge-economic transformation.
- Continuing and supporting work in building the general frame of reference for the new national curriculum to ensure that the curricula include twenty-first century skills and lifelong learning.
- Creating educational pathways according to the learners' inclinations (professional, technical, ... etc.), expanding the study paths in secondary education and opening new scientific disciplines in the school such as sports, music, health, languages, engineering, aviation, health sciences, and entrepreneurship.
- Completing the new conception of education that targets the learner's acquisition of a learning infrastructure, which includes the necessary values, skills, knowledge and experiences according to a new vision that takes into account the 21st century's skills and lifelong learning. The concept focus on ending reading and writing illiteracy - mathematics illiteracy - scientific illiteracy, digital illiteracy, financial illiteracy, cultural and civic illiteracy.
- Developing the national standards document for early education and the national standards document for the education of people with disabilities, which are included in the initiatives and projects of the state's development plan.
- Continuing to develop the curricula in light of the needs and requirements of learners, the labor market and changes in knowledge, values, skills and developments in the field of modern technology, which helps in the development of the educational system through the curricula development project. It is one of the sub-projects of the Education System Reform Project of the Ministry of Education.
- Emphasizing the digitization of the curricula and its alignment with the requirements of the Fourth Industrial Revolution, and the effective involvement of teachers, learners, families and the community in the processes of developing the learning content.
- Aligning student activities with educational curricula in accordance with the values of productivity, competitiveness and sustainability to contribute effectively in forming a creative human capital that possesses the skills of the 21st century, meets the future needs of the labor market and future jobs, and achieves the requirements of sustainable

development in a way that helps to advance education and improve the quality of outputs. Its objectives are as follows:

- Setting a general frame of reference for the national curriculum that contributes to achieving Kuwait's Vision 2035 and aims to improve the quality of school curricula.
- Developing the learning content to contribute effectively to building creative human capital in accordance with the values of productivity, competitiveness and sustainability.
- Raising education quality indicators in the State of Kuwait in international reports related to human development.
- Inclusion of all types of education and all educational levels and categories of learners.
- Introducing programming in the educational stages and working on the issuance of application models and software projects.
- Raising the technical and cultural level of the teacher to enable him/her to have the necessary skills of the "teacher of the future".

4- Key Findings Related to Component (4)

Ensuring Enhanced and Sustainable Public Financing for Education

Government financing is the main source of financing of education in the country, representing more than 10% of total spending, while the private sector contributes a percentage of the financing. The state works to enhance the private sector's role in supporting education by setting new legislations and policies that benefit stakeholders. The government is working to open the door for investment in educational resources and competencies by developing new innovative mechanisms to activate community partnership to ensure sustainable financing. These investments must match the environmental, social and educational requirements to make schools environmentally friendly, according to the following:

- Financing the transformation of some educational services into platforms and programs for which financial fees are applied, such as entering a training application for the learner with nominal fees.
- Opening the door to community financing for endowments and donations for education.
- The school's self-financing by allowing contracting with private companies and institutions to provide educational services.
- Giving the school the opportunity to serve the local community by using school buildings and benefiting from the financial returns.
- Partnerships with the private sector to support public schools in order to have sustainable use of services provided by the private sector.
- Enhancing interest in the school's environment by spreading the culture of rationing and reusing books, paper, appliances, and furniture.
- Working on enacting mandatory laws to be applied to rationalize the use of water, electricity, labor, and janitorial services in the school building.
- Implementing governance to raise the level of performance and minimize waste in the government budget through accountability and the adoption of transparency and disclosure principle.

The Ministry of Education and the Ministry of Higher Education and Scientific Research cooperate with most governmental and private agencies in promoting ways of rationalization and financing, the most important of which are:

- The General Secretariat of the Supreme Council for Planning and Development.
- Ministry of Finance.
- Ministry of Social Affairs and Labor.
- Ministry of Health.
- Public Authority for Civil Information.
- Civil Service Bureau.
- Oversight and Anti-Corruption Authority (Nazaha).
- Public Authority for Environment.
- Kuwait Foundation for the Advancement of Sciences.
- Central Statistical Commission.
- Sabah Al-Ahmad Center for Giftedness and Creativity.
- Arab Center for Educational Research.
- The university's faculty staff societies and others.
- State ministries and other government institutions.
- Civil society entities.