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# Transforming Education Summit - National Consultations Report

## Survey response 1

Response ID
698
Date submitted
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Last page
1
Start language
en
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318479214

### 1. GENERAL INFORMATION

Country:
Saudi Arabia
Convenor's name
Professor Saleh I. Alqasoumi - Deputy Minister of Education for International Cooperation
Number of consultations (if more than one consultation took place)
3
Basic information on all the consultations convened [Consultation 1][Title]
First National Consultations
Basic information on all the consultations convened [Consultation 1][Date]
22/06/2022
Basic information on all the consultations convened [Consultation 1][Type (e.g.: National, Subnational, etc.)]
MOE Internal Consultations
Basic information on all the consultations convened [Consultation 1][Geographical scope]
Nationwide
Basic information on all the consultations convened [Consultation 1][Number of participants]
21
Basic information on all the consultations convened [Consultation 1][Language used]
Arabic
Basic information on all the consultations convened [Consultation 2][Title]
Second National Consultations
Basic information on all the consultations convened [Consultation 2][Date]
26/07/2022
Basic information on all the consultations convened [Consultation 2][Type (e.g.: National, Subnational, etc.)]
National Multi-sectoral Consultations

Basic information on all the consultations convened [Consultation 2][Geographical scope]
Nationwide
Basic information on all the consultations convened [Consultation 2][Number of participants]
31
Basic information on all the consultations convened [Consultation 2][Language used]
Arabic
Basic information on all the consultations convened [Consultation 3][Title]
Third National Consultations
Basic information on all the consultations convened [Consultation 3][Date]
10/08/2022
Basic information on all the consultations convened [Consultation 3][Type (e.g.: National, Subnational, etc.)]
National Students, Teachers, Educators, University Professors Consultations
Basic information on all the consultations convened [Consultation 3][Geographical scope]
Nationwide
Basic information on all the consultations convened [Consultation 3][Number of participants]
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Arabic
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Basic information on all the consultations convened [Consultation 5][Number of participants]
Basic information on all the consultations convened [Consultation 5][Language used]

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Basic information on all the consultations convened [Consultation 6][Title]

Basic information on all the consultations convened [Consultation 6][Date]

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Basic information on all the consultations convened [Consultation 6][Language used]

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Basic information on all the consultations convened [Consultation 7][Language used]

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Basic information on all the consultations convened [Consultation 9][Title]

Basic information on all the consultations convened [Consultation 9][Date]

Basic information on all the consultations convened [Consultation 9][Type (e.g.: National, Subnational, etc.)]

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Basic information on all the consultations convened [Consultation 9][Geographical scope]

Basic information on all the consultations convened [Consultation 9][Number of participants]

Basic information on all the consultations convened [Consultation 9][Language used]

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Basic information on all the consultations convened [Consultation 10][Date]

Basic information on all the consultations convened [Consultation 10][Type (e.g.: National, Subnational, etc.)]

Basic information on all the consultations convened [Consultation 10][Geographical scope]

Basic information on all the consultations convened [Consultation 10][Number of participants]

Basic information on all the consultations convened [Consultation 10][Language used]

Total number of participants
112

Number of participants by age range (insert number): [0-17][ ]
19

Number of participants by age range (insert number): [18-29][ ]
49

Number of participants by age range (insert number): [30-59][ ]
44

Number of participants by age range (insert number): [60+][ ]
0

Number of participants by gender (insert number): [Male][ ]
59

Number of participants by gender (insert number): [Female][ ]
53

Number of participants by gender (insert number): [Prefer not to say][ ]

Number of participants by sector (insert number): [Education][ ]
67

Number of participants by sector (insert number): [Child Protection][ ]
6

Number of participants by sector (insert number): [Health][ ]
1

Number of participants by sector (insert number): [Labour][ ]
4

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1
Number of participants by sector (insert number): [Nutrition][ <input ]]<="" td="" type="checkbox"/>
3
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Number of participants by sector (insert number): [Social Protection][ <input ]]<="" td="" type="checkbox"/>
6
Number of participants by sector (insert number): [Water, Sanitation and Hygiene][ <input ]]<="" td="" type="checkbox"/>
1
Number of participants by sector (insert number): [Other (please specify below)][ <input ]]<="" td="" type="checkbox"/>
Human Rights, Technical and Vocational Training, Human Resources, Foreign Affairs, Planning and Development, Education and Training Evaluation Commission, Human Capabilities Development, Regional and International Organizations
Number of participants by sector (insert number): [Specify "Other"]( <input ]]<="" td="" type="checkbox"/>
11
Number of participants by stakeholder group (insert number): [Teachers, educators, facilitators, and professors][ <input ]]<="" td="" type="checkbox"/>
16
Number of participants by stakeholder group (insert number): [Youth and students (including children and adolescents)][ <input ]]<="" td="" type="checkbox"/>
44
Number of participants by stakeholder group (insert number): [School leaders (e.g., from UNESCO ASPnet school network)][ <input ]]<="" td="" type="checkbox"/>
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Number of participants by stakeholder group (insert number): [City and local government representatives][ <input ]]<="" td="" type="checkbox"/>
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Number of participants by stakeholder group (insert number): [Parents and caregivers][ <input ]]<="" td="" type="checkbox"/>
20
Number of participants by stakeholder group (insert number): [Small/medium enterprises/unions][ <input ]]<="" td="" type="checkbox"/>
Number of participants by stakeholder group (insert number): [Large national businesses][ <input ]]<="" td="" type="checkbox"/>
Number of participants by stakeholder group (insert number): [Members of Parliament][ <input ]]<="" td="" type="checkbox"/>
Number of participants by stakeholder group (insert number): [Multi-national corporations][ <input ]]<="" td="" type="checkbox"/>
Number of participants by stakeholder group (insert number): [Local authorities][ <input ]]<="" td="" type="checkbox"/>
Number of participants by stakeholder group (insert number): [Government and national institutions][ <input ]]<="" td="" type="checkbox"/>
13
Number of participants by stakeholder group (insert number): [Public Servants][ <input ]]<="" td="" type="checkbox"/>

Number of participants by stakeholder group (insert number): [Regional economic community][ <input type="checkbox"/>
Number of participants by stakeholder group (insert number): [United Nations Organizations][ <input type="checkbox"/>
Number of participants by stakeholder group (insert number): [Local Non-Governmental Organizations][ <input type="checkbox"/>
Number of participants by stakeholder group (insert number): [International and/or regional financial institutions][ <input type="checkbox"/>
3
Number of participants by stakeholder group (insert number): [International Non-Governmental Organizations][ <input type="checkbox"/>
Number of participants by stakeholder group (insert number): [Private Foundations / Partnership / Alliance][ <input type="checkbox"/>
Number of participants by stakeholder group (insert number): [Indigenous people and community leaders][ <input type="checkbox"/>
Number of participants by stakeholder group (insert number): [Scientific community, academic, universities and research institutes][ <input type="checkbox"/>
6
Number of participants by stakeholder group (insert number): [Media][ <input type="checkbox"/>
Number of participants by stakeholder group (insert number): [Other stakeholder (specify below)][ <input type="checkbox"/>
Number of participants by stakeholder group (insert number): [Specify "Other stakeholder"][ <input type="checkbox"/>

## 2. PRINCIPLES OF ENGAGEMENT

How did you organize the consultation(s) to ensure the principles of multi-sectoral, multi-stakeholders, inclusive, and youth-inspired consultations?

TES National Consultations in the Kingdom of Saudi Arabia has been structured in different but complementary stages to ensure that all stakeholders are involved. In the beginning, the Ministry of Education organized an internal consultation meeting in which several relevant departments gathered to discuss the topics, initiatives, and future strategic plans related to the five thematic tracks of TES and to identify the process for the next meetings. These departments included:

- Public Education
- Electronic and Distance Learning
- Planning and Development
- University Education
- Vision Realization Office
- National Institute for Professional Educational Development
- Curricula Development Center
- Human Capabilities Development Program

In this meeting, MOE representatives identified the status of the Kingdom's progress in achieving the targets of the SDG4, and the initiatives and future strategic plans for transforming education in Saudi Arabia between now and 2030. The impact of COVID-19 on education and efforts put in place to mitigate its impacts were also discussed during this meeting. They also identify the key stakeholders to participate in the second national consultation inter-sectoral meeting.

The second national consultation meeting was organized by the Ministry of Education and representatives from the following sectors were invited:

- The Shura Council
- Ministry of Foreign Affairs
- Ministry of Planning and Development
- Ministry of Human Resources and Social Development – Family Affairs Council
- Human Rights Commission
- Education and Training Evaluation Commission
- Technical and Vocational Training Corporation
- Human Capabilities Development Program
- Permanent Mission of the Kingdom of Saudi Arabia to the United Nations
- Permanent Delegation of the Kingdom of Saudi Arabia to UNESCO

In addition, representatives from the following regional and international organizations were also invited:

- The Regional Center of Quality and Excellence in Education
- United Nations International Children's Emergency Fund (UNICEF)
- Arab Bureau of Education for the Gulf States

The purpose of this meeting was to bring together all stakeholders and the supporting agencies to discuss each sector's progress and efforts in supporting the achievement of SDG4 and transforming education in the Kingdom of Saudi Arabia, taking into account the Thematic Action Tracks of TES. Solidarity and partnership between the different national governmental entities as well as international organizations was a core element of the discussion.

To ensure inclusiveness and youth engagement, a third meeting was dedicated to students, teachers, educators, and university professors to discuss the experts' perspectives on the Five Thematic Action Tracks of TES as well as the unique youth creative solutions and proposals to transform education. This meeting was also an open platform for students to engage in a discussion about transforming education with their teachers and to highlight their views on education and training and their alignment with the requirements of the labor markets and the jobs of the future.

Future meetings will encourage more participation from teachers, youth, and parents in particular in order to explore their views on imagining education for the future generations and their essential role in shaping that future.

### 3. CONSULTATION FOCUS AND OUTCOMES

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What was/were the main area(s) of focus of the national consultation(s), based on the TES five thematic action tracks and the issues outlined in the Discussion Papers and the Futures of Education Briefing Notes?

The discussions of the National Consultations meetings focused on the Five Thematic Action Tracks of TES:

- Inclusive, equitable, safe and healthy schools

Focus: Early Childhood Education (ECE), Study Plans, and Curriculum development.

- Learning and skills for life, work, and sustainable development

Focus: integrating 21st-century skills and the concept of global citizenship into curricular and extra-curricular activities, promoting foundational skills such as literacy, numeracy, and science, and nurturing critical thinking and life skills that are relevant to student lives and future success.

- Teachers, teaching and the teaching profession

Focus: building the capabilities of teachers, and school administrative staff and enhancing their professional and digital skills and embracing innovative approaches to education.

- Digital learning and transformation

Focus: Developing policies, regulations, and infrastructure to enable a digital transformation in education while ensuring a safe learning environment.

- Financing of education

Focus: promoting partnerships with the private sector and non-profit corporations and encouraging their participation in educational investment as well as attracting international investments, and developing policies for the governance of educational licensing for private educational institutions.



What are the main outcomes regarding the four key components of the national consultation(s)?

The discussions of the National Consultations involved emphasizing education as a basic human right and an enabler for acquiring other rights. It is also the main driver for sustainable development. A reference was made to the Saudi Vision 2030 which set ambitious goals for enhancing the education system and which has launched several projects, some of which are closely associated with fulfilling the objectives of change through innovation and sustainability. One of these programs is The Human Capability Development Program. This program is designed to ensure that citizens have the required capabilities to compete globally by instilling values and developing basic and future skills, as well as enhancing knowledge. The program focuses on developing a solid educational base for all while preparing the youth for the future local and global labor market. It also focuses on upskilling learners by providing lifelong learning opportunities, supporting innovation and entrepreneurship culture, and developing and activating policies and enablers to ensure KSA competitiveness.

The discussions also included the following topics:

- [x] the efforts made to ensure that the Kingdom is on the right track to achieve Sustainable Development Goals and align all strategic plans across governmental projects and strategic planning by forming a multi-sectorial high-level steering committee to monitor the progress towards achieving these goals in general and a dedicated committee in the Ministry of Education responsible for aligning and monitoring all efforts and initiatives geared toward achieving the targets of SDG4.
- [x] adopting fundamental strategic policy reforms to improve learning outcomes and education system responsiveness to future labor market needs, accompanied by careful planning, evidence-based decision-making, and benchmarking to identify key challenges and policy responses. The reform includes:
  - [x] restructuring the school calendar into a trimester system to encourage more focused learning, additional teaching hours and a stronger focus on key skills and subjects, such as math, science and literacy.
  - [x] conducting continuous improvement of our curriculum and syllabi through introducing new subjects, conducting regular reviews to ensure the integration of 21st-century skills and competencies and the promotion of global citizenship and the values of peace, tolerance, mutual understanding, and cultural diversity.
  - [x] introducing new subjects, skills and curriculum areas, including digital skills, life and family skills, and critical thinking.
  - [x] accommodating student-centered teaching and learning approaches, the Ministry implemented a new trimester system that increased the total number of actual schooling days to 183 per year.

In the area of Electronic and Distance Learning, Saudi Arabia recognizes the importance of innovation in teaching policy and practice. To that end, the Ministry of Education established a department of E-Learning and Distance Learning in the Saudi Ministry of Education during the pandemic.

This initiative has resulted in launching two state-of-the-art online platforms, Madrasati and Rawdhati, as well as 25 satellite TV channels, offering both synchronous and asynchronous distance education for students from pre-school to 12 grades.

Regarding financing education in Saudi Arabia, the total actual spending on the education sector for the year 2021 was around 146 billion Saudi riyals, representing 19% of the total national budget expenditure and 8.3% of GDP. In addition, policies and plans have been put in place to mitigate the increase in education financing through promoting partnerships with the private sector and non-profit corporations and encouraging their participation in educational investment as well as attracting international investments, and developing policies for the governance of educational licensing for private educational institutions.

The discussions also identified national priorities to transform education between now and 2033. These priorities include:

- [x] embracing distance and blended learning as an integral part of the education delivery system and as a tool to overcome the learning loss caused by the prolonged closure of schools during the pandemic.
- [x] continuing to expand equitable access to quality early childhood education (ECE) by constructing new classrooms, partnering with the private sector, engaging all education stakeholders, and hiring and training ECE teachers. The target enrollment rate by 2030 is 90%.
- [x] Continuing to develop more sophisticated and sustainable infrastructure, equipment, programs, and resources to cater to the needs of students with special educational needs and students with disabilities.
- [x] Enhancing the readiness, responsiveness, and resilience of schools and educational institutions to be better able to accommodate future crises or emergencies.
- [x] Developing online and hybrid scientific labs featuring augmented and virtual reality to support the teaching of science, technology, engineering, arts, and math.
- [x] Expanding in identifying gifted and talented students and integrating more enriching contents in their programs according to their needs.
- [x] Expanding in the capability building for teachers and school leaders through partnership with international organizations, universities and specialized companies.
- [x] Equipping graduates with the knowledge and skills required by the evolving labor market and supporting students of all learning needs.
- [x] The introduction of new learning pathways in high schools, subjects, and extra-curricular activities is an opportunity for students to identify new passions and skills for the future.
- [x] Effectively using and recognizing eLearning as an integrated mode of delivery for high-quality education, delivering relevant and contextual courses, programs, and stackable credentials that meet the labor market needs and prepare globally competitive citizens with skills for the fourth industrial revolution.
- [x] Establishing new applied colleges and universities and increasing admission in higher education academic programs that are in high demand by the local labor market. These include business administration, medicine, engineering, and technical and applied

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studies.

Please upload any additional file about the process and outcomes of your country's national consultations. You can also send the additional report to [tes.nationalconsultations@unesco.org](mailto:tes.nationalconsultations@unesco.org)

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