



Qatar's National Consultations in preparation for Transforming Education Summit (TES)2022

15-16 June,2022

Introduction

Preliminary national consultations, organized by the State of Qatar, have been concluded by making recommendations in terms of thematic tracks of action and related strategies of Qatar's national priorities for education recovery and transforming education system. The purpose is to present such recommendations to the Pre-Summit Conference in Paris in late June and leading up to Transforming Education Summit due to be held in New York in September 2022. The preliminary national consultations were convened by Qatar National Commission for Education, Culture and Sciences as well as Education Above All in partnership with UNESCO and UNICEF on 15 and 16 June,2022 at the College Islamic Studies, Hamad Bin Khalifa University. At the plenary session, Her Excellency Buthania bint Ali Al Jabr Al Nuaimi, Minister of Education and Higher education delivered a keynote address. Her Excellency the Minister emphasized the paramount importance of the national consultations to re-imagine education in the State of Qatar, and to set ambitious goals for Qatar's education system to keep abreast with the global developments and its cross-cutting connections with other sectors. Her Excellency also lauded the effective engagement of more than (50) fifty bodies ranging from ministries, governmental and non-governmental organizations, academic institutions, local and international agencies, stakeholders of public and private sectors, as well as students, parents and young people

The National Consultations aim at developing a shared vision for the future of education in the State of Qatar. This can be achieved by promoting the overall commitment and obligations to education and aligning priorities with the innovative processes for all target categories. To this end, the national consultations mobilized collective efforts to come up with a shared vision for transforming education from now up to 2030 and beyond . At the meeting, stakeholders were keen to identify perspectives and share views on key elements of the (5) five Thematic Tracks of Action for Transforming Education Summit (TES)2022.

In the national context, the education system in Qatar faces some formidable challenges in the wake of COVID-19 pandemic and its multifaceted negative impact on education, as it is the case with other countries across the world, including schools closure, which causes losses in education sector, particularly learning gaps leading to a high rise in dropouts. Moreover, the rapid technological development and artificial intelligence, and its impact on economy, and labour market have put additional pressure on education system. Importantly, the current global problems such as climate change, displacement, worldwide economic crunch, lack of job opportunities and poor social cohesion, make it incumbent upon us to reflect more broadly on the suitability of our education systems to respond to the needs of the day as well as the future challenges.



In the light of progress achieved towards education 2030 Sustainable Development Agenda, the State of Qatar has managed to achieve most of SDG4 indicators. However, a few indicators still need to be addressed with more coordinated efforts

Accordingly, the national consultations have come up with recommendations. They are as follows:

- a) Ensuring that education disruptions caused by the COVID-19 pandemic have effectively been addressed.
- b) Ensuring that all children have equal access to education, with special focus on those with disabilities.
- c) Bridging up the learning gaps and accelerating progress towards achieving SDGs.
- d) Ensuring effective and sustainable public financing of education.

The final document incorporates a number of recommendations and proposals that resulted from a total of (9) nine workshops and consultations sessions. They are divided according to the main thematic Tracks of Action of the Transforming Education Summit 2022 (5 sessions) and national consultation sessions (4 sessions), in addition to the plenary session. The purpose is to raise a comprehensive report on the recommendations in relation to developing and transforming Education in the State of Qatar.

All stakeholders emphasized the paramount importance of pursuing the national consultations every year, with the aim of proposing innovative ideas and insights to help monitor the effective implementation of recommendations, creative co-operation, comprehensive thinking, commitment to achieving the best possible results, and to accelerate progress towards fulfilling the education goals.

Overview of key recommendations

- Planning Effectively for a full recovery from COVID-19 educational disruptions, providing the necessary academic support to bridge up the learning loss, as well as psychological and moral support, and developing evaluation mechanisms and tools at both the school and system levels to measure response.
- Maintaining provision of state-of-the-art and quality health services for children by specialized health institutions, access to relevant data to meet students' health and educational needs in strong partnership with the education sector, taking all necessary precautionary measures, and providing advice on environmental adaptations to protect students' health and preparedness for effective learning.
- Promoting education as a pre-eminent public good, and re-imagining futures of educational institutions to ensure equity, inclusion, equality, and well-being for all learners of diverse backgrounds.
- Ensuring strengthened and more sustainable public financing of education.
- Finding viable and innovative solutions to public financing of education, taking appropriate measures to achieve better results to improve indicators on learning outcomes.



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- Ensuring that the increased expenditure is closely linked to the quality of outputs, making optimum use of finance to maintain inclusiveness and close linkage to scientific research, and diversifying important areas of knowledge, focusing expenditure on research and development in a comprehensive manner to meet the growing needs to ensure promising futures of education particularly in areas related to space sciences, pharmaceuticals, industry and other sciences.
- Linking educational outcomes to the labor market in alignment with Qatar's national priorities to meet the current and future needs of the labor market.
- Developing a national plan that focuses on the mechanisms of recruitment, appointment, professional development, staff retention, and raising the percentage of Qatari professionals employment, particularly male teachers.
- Ensuring gender equality and equal engagement in terms of development, implementation, monitoring and evaluation of educational strategies and plans, as well as the involvement of persons with disabilities to incorporate their needs into priorities.
- Fostering sense of responsibility and raising awareness within the community of the paramount importance of contributing to achieving Sustainable Development Goals as well as maintaining the integrity and sustainability of the ecosystems.
- Designing and formulating effective digital transformation policies, mechanisms and tools in school management systems by putting in place data processing, monitoring and evaluation processes.
- Providing necessary support and practical guidance to academic staff with a view to enhancing their educational and digital skills needed to adopt distance education techniques and approaches, and to ensure integration of ICT into education, pedagogy and practices.

Transforming Education Summit
15-16 July, 2022

Plenary Sessions

In addition to the plenary sessions, the national consultations include (9) workshops and consultative sessions, out of which (4) four focus on national consultations and (5) deal with Thematic Tracks of Action for Transforming Education Summit(TES)2022.



Day 1

1. Plenary Sessions: Transforming Education in the State of Qatar
2. National Consultations Sessions
 - a) Identifying the main strategic transformations and levers for reimagining education for the twenty first century and accelerating progress towards shared education goals
 - b) Ensuring a full recovery from COVID-19 educational disruptions.
 - c) Ensuring effective and sustainable public financing of education
 - d) Raising the ambition of national education targets and benchmarks.

Day 2

Thematic Action Tracks for the Transforming Education Summit Sessions

- e) Inclusive equitable, safe and healthy schools.
- f) Teachers, instruction, teaching profession
- g) Learning, skills for life, work, and sustainable development
- h) Higher education and new skills that meet the needs of labour market.
- i) Digital learning and transformations in education.

Stakeholders

Key stakeholders have actively engaged in the national consultations. They are the Ministry of Education and Higher Education, Ministry of Foreign Affairs, Ministry of Interior, Ministry of Public Health, Ministry of Finance, Ministry of Social Development and Family, Ministry of Sports and Youth, Ministry of Environment and Climate Change, Ministry of Commerce & Industry, Ministry of Administrative Development, Labour and Social Affairs, Ministry of Endowments and Islamic Affairs, Planning and Statistics Authority, Ministry of Communications and Information Technology, Shura Council, Hamad Medical Corporation, Sidra Medicine, University of Doha for Science and Technology, Qatar National Library, Hamad bin Khalifa University, Teach For Qatar, Qatar Foundation, World Innovation Summit for Education “WISE”, Qatar University, Community College of Qatar, Silatech, Mind Institute, Qatar Finance and Business Academy, Qatar Museums, Ooredoo, QNB, Qatar Airways, Qatar Business incubation Center, Qatar Science & Technology Park (QSTP), Qatar Green Building Council. Teachers, parents and young people were also engaged in the national consultations sessions.



Sessions Report

Day 1

15 July, 2022

Title:	Transforming Education in Qatar – Analyzing the role that education can play in shaping future and shared world, while looking forward to 2030 and beyond
Time:	10:25 am to 11:10 am
Moderator :	Dr. Asmaa Eissa Al fadala, Director of Research and Content Development at WISE
Participants :	<ul style="list-style-type: none">• Dr. Nouf Abdulla Al Kaabi, Director of Education Policy and Research, Ministry of Education and Higher Education.• Mr. Salah Khalid, Director of UNESCO Office for Gulf States and Yemen (UNESCO Doha).• Mr. Khalid Shinqiti, Learning Specialist, UNICEF, Morocco.

Key points of discussion

- Appropriate policies and programmes to meet the needs of the most vulnerable groups.
- Schools that are adapted to cater for the needs of the most vulnerable groups
- More resilient capacity of policy makers, education professionals to help bridge up the gaps to ensure equal access to education opportunities.

Recommendations

- Maximizing skills development opportunities, re-qualifications and new skills acquisition including (digital skills, artificial intelligence competencies for teachers and learners, and Distance Learning) and building strong networking and partnerships with other sectors including culture, heritage, sport etc.
- Making optimal use of digital techniques and artificial intelligence in education, while ensuring strict compliance with the guidelines in terms of inclusion, gender equality, and equal access of all learners to opportunities.
- Responding to and promoting children wellbeing, improving mental health of students and teachers, and developing policies to address school violence and bullying.
- Supporting students and teachers while recovering from academic, social and emotional implications caused by the COVID-19 pandemic, developing evaluation mechanisms at both school and system levels, and planning for a robust response.



- Re-imagining more resilient learning models and educational programmes to meet the needs of students with a particular emphasis on differentiation, utilizing experiences and lessons learnt, demonstrating more resilience in terms of changing policies and processes under the new circumstances, and working closely to introduce adaptations and accommodations into student learning experiences
- Providing guidance to universities to adopt innovative pedagogy and more effective techniques to ensure increased youth engagement in active learning practices, noting that the State of Qatar has established four (4) UNESCO Chairs, hosted by various universities in Qatar to lead and guide research and development (R&D) in a multitude of areas including TVET, marine sciences, environmental law and sustainability, and working closely to take advantage of such significant resource to move forward.
- Maintaining enhanced co-operation and coordination between the Ministry of Education and Higher Education and Planning and Statistics Authority to improve and optimally use the developed information management system introduced by the State of Qatar to ensure effective data collection, monitoring and analysis in terms of educational data, and agreeing on definitions/terminologies and using guides to inform policy development and planning.
- Emphasizing the importance of multi sectoral co-operation, large-scale robust partnerships with other non-educational sectors, finding innovative methods and approaches for financing of education, maximizing the current public investment in education, expanding the financial allocations for education to achieve the SDG4 which requires further financial commitments and obligations from governments, expanding investment in basic resources (local resources and official developmental assistance) at all times, increasing expenditure from 10% until fulfilling 2025 and 2030 goals of 12.5 and 15% respectively.
- Designing and developing comprehensive methodologies for improved access and retention of the most vulnerable children to education, particularly children with special needs when it comes to pedagogy, school environment and healthcare services. In addition, children educational pathways, needs, abilities, and interests are also taken into account when building a fully integrated assessment system by multi-discipline teams to address the academic, medical, psychological and social areas, child varying abilities as well as the surrounding environment.
- Focusing on provision of professional development for teachers, building capacity to help implement effective teaching strategies, improving life skills by introducing more effective training systems that focus on pedagogy, incorporating ongoing assessment techniques and tools in relation to children learning, coaching and support systems and digital resources, introducing school management and monitoring processes to follow up on teaching and learning, and promoting positive learning environment.
- Improving monitoring and evaluation systems at the level of teachers, and enhancing the acquisition of basic skills through:



- Developing systems, tools and mechanisms to help track effectively the individual level of learners
- Incorporating remedial education plans supported by tailored school programmes to bridge up the learning gaps of all children.
- Focusing on systemic efforts on Early Years Education to ensure mastery of basic skills and competencies (literacy and numeracy skills).
- Building and promoting support systems for children and teachers to help improve learning environment through:
 - Incorporating school environment assessment as KPI to develop and improve education policies.
 - Developing effective and collaborative approaches to address school violence and bullying.
 - Building mental health, psychological and social support systems for teachers and students particularly adolescents and young people.

Morning session (1)

Title	Identifying the main strategic transformations and levers for reimagining education for the 21st century and accelerating progress towards shared education goals.
Time	11:30 am to 12:50 pm
Moderator	Dr. Rania Al Sawalha, Education Above All
Participants	<ul style="list-style-type: none">● Dr. Asmaa Eissa Al fadala, Director of Research and Content Development at “WISE”● Mr.Thani Al Malki, Executive Director Business, Ooredoo, Qatar.● Mr. Muhammed Eraky, Director of Talent Management, Qatar Airways● Mr. Nagi Al Aji, Director of Private Associations and Institutions, Ministry of Social Development and Family.● Mr. Khalid Shinqiti, Learning Specialist, UNICEF, Morocco.



Key points of discussion

- Training, empowering and promoting status of teachers and professionals as educators, and highlighting their active role and contributions to building communities.
- Making optimum use of the outstanding experiences in the State of Qatar, such as that of Professional Associations to promote careers and practical experimentation, the experience of Qatar Airways when it comes to provision of staff professional development programmes, trainings, scholarships and availability of employment opportunities to persons with disabilities, the experience of Innovation Lab launched by “WISE” as well as the tailored educational services offered by Ooredoo.
- Re-imagining a new design of school buildings that takes into account the growing developments, and the establishment of open halls with facilities to promote sustainability, experimentation and project-based learning.
- Developing multiple approaches to ensure gradual development, improvement and modernization whilst bearing in mind the actual context of the learner's experience, and reviewing laws related to the quality of education, such as Blended Learning, Distance Education, and Technical and vocational Education and Training (TVET), etc.
- Developing a fully integrated assessment system that includes tools to measure student academic progress and achievement, and benefit from the new methods of evaluating the whole educational process, such as the best practices of Qatar Airways and the World Innovation Summit for Education “WISE”.

Recommendations

- Clarifying the concept of education in its broadest sense to highlight the key role of the family as an important entity particularly that of mother as a leader. Demonstrating the role of basic education in fostering values and ongoing learning, focusing on role models in education, keeping records of best practices and sharing outcomes with stakeholders.
- Engaging all sectors of society in the development, improvement and modernization of the educational process, whilst ensuring that such development is based on the actual needs of all groups that are closely related to the educational process.
- Making optimum use of, relying on evidence, successful experiences and models, challenges, solutions as well as innovative ideas to inform improvement and development.
- Engaging women in making education policies with a particular emphasis on sensitivity of women status especially when it comes to the challenges that emerged during COVID-19 pandemic and the burden Distance Education has to face, highlighting the dire need to promote women well-being and her role in fostering family cohesion, involving persons with disabilities to focus on their real needs and designing innovative job opportunities.
- Promoting and advocating policies to support women, persons with disabilities and other groups of society to ensure equal access to opportunities.



- Re-imagining methodologies and approaches in relation to formal and non-formal education , developing policies of Technical and Vocational Education and Training (TVET) as an integral part of the overall education system
- Empowering students to lead their own learning journey, and designing ongoing learning opportunities to unlock their potential
- Building teachers-students confidence when designing learning opportunities that best suit the growing changes and to meet the needs of learners.
- Highlighting the paramount importance of provision of teachers professional development and trainings to build capacity and empower professionals to lead change and promote teacher status in society.
- Focusing on implementation mechanisms, and measuring the overall performance.
- Integrating theory into practice to help improve learning in light of recent changes and the state-of-the-art-technological tools.
- Developing assessment mechanisms and tools to identify areas that need to be focused on to measure student progress and academic achievement, making optimum use of the new methods to evaluate the educational process, such as the best practices of Qatar Airways and the World Innovation Summit for Education “WISE”.
- Emphasizing the importance of reviewing laws and policies that help professional associations perform their responsibilities to ensure development of the whole education process.
- Highlighting the importance of identifying areas that need improvement in relation to pastoral and counseling aspects as an essential part of the overall education system.
- Building trust and strengthening partnerships with all stakeholders
- Ensuring provision of all school services needed in terms of advanced digital technologies and support to help fulfil learners’ needs.
- Ensuring availability of a platform to share learning experiences of formal and non-formal education to document best practices.
- Promoting personal learning, to empower new generations to lead education development whilst proposing innovative ideas.
- Ensuring gradual implementation of improvement and development process to meet the needs of learners.
- Making optimal use of studies and best practices that are implemented during COVID-19 pandemic such as Blended Learning, and evaluating lessons learnt.



Morning session (2)

Title	Ensuring a full recovery from COVID-19 educational disruptions
Time	12:10 am to 13:30 pm
Moderator	Dr. Abdulla bin Ali Al Marri, Assistant Director of Educational Supervision, Ministry of Education and Higher Education
Participants	<ul style="list-style-type: none">• Dr. Abdulatif Al Khal, Head of National Strategic Group for addressing COVID-19 pandemic, Head of Communicable Diseases Department, Hamad Medical Corporation, Ministry of Public Health.• Dr. Badria Al-Harami, Head of Planning and Human Development Department, Planning and Statistics Authority• Dr. Lisa Thornton, Division Chief of Pediatric Rehabilitation Medicine, Sidra Medicine.

Key points of discussion

- Maintaining channels of communications between the Ministry of Public Health and the Ministry of Education and Higher Education by developing co-operation agreements between the two entities at all times .
- Providing support, direction and guidance, as required, for academic professionals to help address COVID-19 pandemic-related challenges, and delivering professional development to promote their health education and skills.
- Arranging for tailored professional development for psychologists and social workers to provide insights that help address the most severe cases and situations arising from psychological and social negative impact of COVID-19 pandemic on students.
- Continuing adopting school-based preventive and precautionary measures particularly in closed areas to avoid health setbacks and educational disruptions

Recommendations

Future measures to ensure a full recovery from COVID-19 educational disruptions

- Providing practical support and guidance for the academic professionals as and when needed with a view to advancing necessary educational and digital skills to help adopt Distance Learning techniques and integrate ICT into education practices, approaches and methodologies
- Providing awareness raising programmes for parents to ensure their effective engagement in the process of Home Learning and Distance Learning, particularly when it comes to bridging up gaps and promoting student basic skills and knowledge.
- Maintaining consistency and balance between the integration of ICT into education and, creating an engaging school-based learning environment to promote student intellectual and cognitive skills and competencies.



- Making optimal use of educational technologies to foster student cognitive competencies, ensuring that quality of technology available for children and method of presentation are useful enough for children intellectual development particularly during Early Years education.
- Reviewing classroom size to effectively address challenges and curb possible COVID-19 infections and other viruses in the future, and expanding classroom sizes whilst maintaining student physical distancing.
- Conducting student diagnostic tests at the beginning of school year to identify the learning loss and skills needed for each subject, developing and implementing plans to bridge up gaps based on student results in diagnostic tests.
- Creating special professional learning communities (PLCs) in Microsoft Teams to cater for specific groups of students who are in need of additional educational support with a particular focus on differentiation.
- Opening up channels of communications with parents via school e-mail and the Ministry hotline.
- Using appropriate student assessment strategies especially in the Early Childhood Education.
- Incorporating projects and initiatives, prior to outbreak of COVID-19 pandemic, into Qatar's Ministry of Education and Higher Education Strategic Plan with a view to promoting effective use of technology in education.
 - Horizontal expansion in the implementation of STEM Programme at government schools.
 - Building new science and technology schools for boys and girls.
 - Establishment of Cognitive Development and Digital Manufacturing Center.
- Providing mechanisms and tools to support sustainable education system through:

First - Institutional Support: This can be achieved by maintaining close co-operation between the education and health sectors to ensure effective preparedness of students when encountering difficult times with COVID-19 pandemic, with a particular focus on knowledge-based economy, economic diversification and sustainable investment. This purpose is to minimize the multifaceted impact of such problems on expenditures in areas related to health and education sectors.

Second: Technological Support: This can be achieved by adopting strategies that foster student self-learning, and adopting education components at all levels such as online assessments, robotics, artificial intelligence, big data, virtual reality (VR), augmented reality (AR) and virtual environments, all of which can bring about radical changes to system education.



Third Support Emergency Management Efforts: The purpose is to ensure recovery of education disruptions in the wake of COVID-19 pandemic, take necessary measures to promote the physical and psychological development of generations since childhood, to provide development and skill building programmes for students to help them deal effectively with crises, and to integrate disaster mitigation, risk reduction and management protocols in the educational curricula

Fourth: Psychological support: Maintaining best practices adopted by the Second National Development Strategy, the intermediate outcome, under the theme “Mental Health and wellness to improve the quality of services in areas related to fully integrated mental healthcare by standardizing the relevant principles, and developing a mental health law to train professionals and raise public awareness of mental health

Afternoon Session (1)

Title	Ensuring effective and sustainable public financing of education.
Time	15:00 to 16:30
Moderator	Miss Maryam Al Nasr, Education Above All
Participants	<ul style="list-style-type: none">• Dr. Khalid Mohamed Al Horr, President of Community College of Qatar• Mr. Mohamed Yacoub Al-Ali, Director of Endowments Fund, Ministry of Endowments and Islamic Affairs• Dr. Ibrahim Al Kaabi, Dean of College of General Studies, Qatar University• Dr. Saba Mansour, Core Curriculum Program Deanship of General Studies, Qatar University• Mr. Khalil Al Ansari, Assistant Director General, Strategies Integration, QNB.• Mr. Khalifa Al Yafei, Acting President, Qatar Finance and Business Academy• Mr. Abdulla Al Jumaili, Professional Training Director, Qatar Finance and Business Academy
Stakeholders	Several organizations such as: Ministry of Finance, UNICEF and Fiker Institute



Key points of discussion

Ensuring effective and sustainable public financing of education

- Finding viable and innovative solutions to finance education, and taking appropriate measures to achieve better returns on investment to improve indicators on learning outcomes.
- The role of private sector in financing education.
- The role of legislation and standards to help access national financial indicators and contribute to promoting the level of education.
- Support funds and endowment funds.

Recommendations:

- Drawing on successful practices. The increased demand stresses the importance of innovation in presenting feasible solutions to fund education and take action to realize better return of investment (especially improving indicators on learning outcomes).
- Opening the door for new partnerships to support funding education and draw on unique global experiences by adopting such experience locally and adapt them to serve the country's priorities and the labor market needs, and create competitiveness, cultural diversity and flexibility in access to education.
- Encouraging private sectors to expand their contribution to pre-university education, and introduce students to the private sector companies operating in the country to increase awareness and knowledge in selecting the fields of labor market.
- Amending legislations and standards to help meeting the national financial indicators and contribute to improving education standards, quality of vocational, and improving the indicator on workforce skills in the future.
- Re-considering the form of implementation in terms of inputs, objectives and outputs to reduce the financial burden on the reform process, and to ensure accelerating regulations and legislations that might not be at pace with the fast transformation.
- Reviewing the spending cultural system, identify the actual need for fields of investment in education, as investment in teachers and continuing development makes the educational process student-centered.
- Promoting field training after the first year of university, adopting flexible student recruitment procedures to sharpen their educational and practical skills. This improves local economic standards and contribute to creating a productive and self-reliant generation. This also ensures fairness and efficiency, and alleviates government spending on education.



- Establishing endowment funds or endowment sections at universities for offering scholarships in higher education and research at national and global universities; to ensure sustainability and expanding endowment banks to ensure education for all.
- Endowment investment funds are appropriate regular vessels for managing and developing endowments institutionally based on certain conditions and standards that enable investment diversification.
- Proposing the concept of support funds/education portfolios to respond rapidly to the needs of students with financial difficulties, through contributions of stakeholder companies and organizations.
- Promoting sustainability through specialized learning by gaining money and experience simultaneously which enables joining courses and obtaining certificates to meet satisfy the labor market needs, improving the individual's economic standards, and learn from the earn-while-you-learn experience of Northumbria University and the experience of Silatech for supporting projects and promoting continuing education.
- Ensuring the development of medium-term plans and stress the importance of continuous coordination among ministries, institutions, entities and stakeholders for allocating the necessary funding to meet the labor market needs and promote quality and empowerment.
- Verifying expenditures and cost of educating children with disabilities, as there are no clear and accurate studies on this matter, and setting accurate and somewhat estimated controls for spending on this group, and call for collaboration among other entities to implement projects that serve such group.
- Emphasizing early intervention to identify professional tendencies and preferences, which reduces the burden of planning and spending and helps guide students by pre-defining their desires.
- Re-drafting strategies for painting a new picture of funding education to keep pace with the 21st century, focusing on new, sophisticated and measurable indicators.
- Emphasizing the continuity of annual national consultations among governments, institutions and stakeholders for funding education.
- Ensuring the development of medium and long-term plans for optimal fairness and equity in identifying the approach for dealing with and distributing education funding for and labor market needs.



Afternoon Session (2)

Title:	Raise the ambitions and standards of national education goals
Time:	15:00 – 16:30
Moderator:	Mr. Salah Khalid – Director of UNESCO Doha Office for Gulf States and Yemen
Participants:	<ul style="list-style-type: none">• Dr. Maha Al-Hajri – Head of Strategic Planning Section, Ministry of Education and Higher Education• Mr. Ahmed Mona – Planning and Statistics Authority• Major Ayed Al-Ahbabi – Ministry of Interior• Ms. Maha Al-Romehi / Pre-University Education, Qatar Foundation
Stakeholders	Several organizations such as: Ministry of Finance, UNICEF and Fiker Institute

Key Points of Discussion:

- Although the State of Qatar has made great progress towards achieving numerous SDG4 targets and indicators, there are few indicators that need more attention, including:
 - 4.1.1 (b) and (c): Proportion of children and young people (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex;
 - 4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex;
 - 4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill
 - The Ratio of youths and adults having skills in ICT, according to the skill type (indicator is not met for boys) – This indication has not been met for boys.
- Public spending on Education: During years from 2017 to 2021, public spending on education in the State of Qatari has reached 10%, i.e. average of 3% of GDP.
- Return on Investment (in terms of achieving the desired learning outputs) is an area that needs more attention.
- COVID-19 has affected enrollment rates in 2019 and 2020.
- COVID-19 highlighted the need to ensure learners mental, physical, psychological and social wellbeing.



- Focus on maintaining the gains for students with disabilities towards realizing their right to fair, quality education, and improving the same to ensure their right to education and provide additional learning opportunities at reasonable costs.
- To ensure additional learning opportunities across the country, eight (8) new schools will be established through public-private-partnership (PPP), in addition to establishing two (2) schools for talented girls (under construction).
- To ensure the effectiveness of the monitoring and evaluation tool developed by the Ministry of Education and Higher Education, there is a need for a process/mechanism to oversee and monitor teachers' performance and response to their needs to additional training.
- To ensure the success of digital transformation in education, development of the e-learning strategy is underway.
- Drafting of the higher education law is underway.
- The role of various stakeholder in the progress of the national education agenda has been highlighted by presenting the experience various actors on the ground:
 - A school of Qatar Foundation
 - Policy College of the Ministry of Interior.

Both presented their organizations' response to the COVID-19 pandemic, as well as the resultant opportunities and challenges in transforming education and learning.

Recommendations:

- Developing policies and taking measures to make up for COVID-19 learning loss, including the amendment of academic year's schedule and intensifying the use of ICT.
- Continuing the development of e-learning and online learning in parallel with face-to-face learning.
- Ensuring digital transformation of learning management and the use of technology for creating enabling learning environments.
- Use technology to ensure better communication with parents to provide additional learning opportunities.
- Creating and expanding learning networks through engaging various organizations (e.g., museums, banks, oil and gas companies, sports organizations... etc.) for relevant learning.
- Promoting and organize the role of higher education institutions in the quality of education outputs and linking the same with the labor market needs, national priorities and the sustainable development goals; this includes licensing, courses, variety and quality assurance.



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- Ensuring stronger connections between school learners and the labor market, providing learners with internship opportunities and learn about the labor market early, at least at the secondary education level, and providing secondary education learners with internship opportunities in summer.
- Ensuring teachers and learners physical, mental and psychological wellbeing.
- Improving learning outcomes by reimagining the curricula, learning sources and assessment systems related to national examinations and measurement of skills and performance.
- Continuing the development of teachers to enable to keep pace with change, and continually ensuring their appropriate qualifications for teaching their relevant subjects.
- Continuing the promotion of understanding respecting others cultures, and the cultural diversity, while continuing to enforce Arab culture, language and values.
- Education for sustainable development and conserving environmental resources.
- Promoting systems readiness for responding to crisis and maintain gains of the education sector during emergencies, and enhancing safety through coordination between the Ministry of Education and Higher Education and the Ministry of Public Health by developing emergency management policies, processes and systems to be appropriately implemented.
- Optimally using the advanced system developed by the State of Qatar for collecting, monitoring and analyzing educational data and information, and adopt an evidence-based approach in developing policies, including impact assessment of the COVID-19 pandemic on students, teachers and parents, and use results of such assessment for updating policies.
- Expand consultations with the relevant entities and involve them in developing, implementing, monitoring and assessing proposed education strategies, plans and programs responding to the effects of COVID-19.



Day 2 – June 16, 2022

Morning Session (1)

Title:	Inclusive, Fair, Safe and Healthy Schools
Time:	09:00 – 10:30
Moderator:	Dr. Samah Qamar – Senior Education Advisor, Education Above All
Participants:	<ul style="list-style-type: none">• Ms. Amna Al-Mulla – Head Of Special Education Section of the Department Of Special Education And Gifted Students of the Ministry of Education and Higher Education• Ms. Lucy Balzan – Deputy Director of Mind Institute• Mr. Khalid Chinguite – Education Specialist, UNICEF Morocco• Dr. Soha Al-Bayat – Head of Vaccination at the Ministry of Public Health

Key Points of Discussion:

- Inclusiveness, fairness and individual and collective wellbeing.
- Reimagining the existing public education system to allow a flexible approach that meets the various needs of all learner groups.
- Ensuring individual rights to education in line with their abilities and potentials.
- Equal enrollment and registration opportunities at schools, and monitor dropouts.
- Effective digital transformation policies and mechanisms in school management systems through data processing, provision, monitoring, evaluation... etc.

Recommendations:

- Promoting students' cognitive, social and ethical abilities to attain effective mental and social growth for all students.
- Further supporting teachers with appropriate training and tools that enable them to meet the needs of disabled children in light of recent circumstances.
- Raising community awareness about disability from a social perspective (i.e. barriers) as a matter related to human rights and not just merely a health issue, noting that 15% of the world population suffer from some kind of disability.
- Promoting collaboration between health and education sectors to work closely with other relevant sectors as multi-disciplinary team for providing necessary services according to individual needs of various groups of learners.



- Considering that enrollment of children with disabilities into schools shall be based on comprehensive assessment of the child needs as well as the surrounding conditions, according to assessment mechanisms conducted by a multi-disciplinary team.
- Stressing the need to admit all children into the school without exception, ensuring the continuous use of tests and assessments to identify whether the child needs any additional services.
- Simplifying registration requirements and updating standardized online platforms for all parents to enable student data entry, uploading medical reports and other important information so that stakeholders can access them.
- Creating a system in which shadow teacher's support is free (subsidized by the government).
- Expanding the scope of the disability assessment services provided by Roaa Center, to go beyond children qualified for joining governmental schools.
- Promoting accountability and monitoring among service providers towards student registration.
- Developing and implementing social and behavioral change campaigns to end stigma and adverse social norms, advocate the rights of children with disabilities and develop empathy in the community to accept all children regardless of their condition or ability.
- Developing mechanisms to promote multi-sector cooperation and coordination including the Ministry of Education and Higher Education, the Ministry of Public Health, and the private sector, such as centers for the disabled.
- Providing training opportunities for teachers to ensure sufficient number of trained and qualified teachers in inclusive environments, along with continuous support, guidance and monitoring, and through developing training portfolios and training trainers.
- Developing programs and partnerships to facilitate the transition of children with disabilities from learning to the labor market through internal training and inclusive job opportunities, including partnerships with the private sector.
- Implementing awareness and monitoring programs for dropout students with disabilities, who are out of school.
- Creating social protection mechanisms and systems to support families with financial difficulties.
- Adopting a top-down approach integrating disabilities through changing and enforcing laws and policies.



- Perceiving schools as a bigger ecological system for providing children with care and support through a number of different ways, where the school becomes a hub for resources and a leader of social change.
- Improving disability-related data through enhancing the learning management information system to improve data collection and reporting on disabled children and accessibility to learning environment, and include questions about disability in the national census and other national surveys (e.g., including questions of Washington Group – Child as a Functional Unit in the Current Systems of Data Collection.)
- Developing a computerized recording system for all children to simplify the collection of available data across governmental entities, including the Ministry of Education and Higher Education, the Ministry of Public Health, Ministry of Social Development and Family and Planning and Statistics Authority. The System will also allow individual referral by the families of disabled children.
- Promoting early childhood care and inclusive education programs, with strong focus on early intervention, and support children transition to inclusive early childhood education programs.
- Twinning between schools with different systems, and sharing expertise and good practices to improve performance.

Morning Session (2)

Title:	Teachers and the Profession of Teaching
Time:	09:00 – 10:30
Moderator:	Mr. Muhammed Al-Jinahi - Teach For Qatar
Participants:	<ul style="list-style-type: none"> • Ms. Mona Al-Yafi – Specialist of Physics Curricula, Ministry of Education and Higher Education • Mr. Muhammed Al-Baloushi – Director of Qatar Technical Secondary School, Representative of Public School Principles Consulting Committee • Dr. Fatma Al Ma'adhid - Specialist of Special Education, Ministry of Education and Higher Education • Mr. Khalid Al-Qahtani – Principle of Hamad bin Jassim Secondary School • Ms. Raeda Al-Haddad – Head of Licensing and Professional Standards Department, Ministry of Education and Higher Education



Key Points of Discussion:

- Adequate awareness of the teaching profession.
- Attracting the youth to the teaching profession and study the reasons for youth aversion to the same.
- Promoting professionalism in teaching through developing abilities, research skills, innovation and knowledge production.
- Providing teachers with opportunity to make decisions and shape the future of education, and enabling them to lead educational changes and social transformations.

Recommendations:

- Encouraging the Qatari youth, especially males to opt for the teaching profession to address such youth aversion to such a profession and reduce the huge difference between the numbers of male and female teachers.
- Developing more mechanisms and measures to motivate student learning and encourage them to join such disciplines that meet the national labor market needs and the sustainable development goals.
- Strengthening partnerships and unify efforts between governmental and private institutions in teacher training, development and qualification.
- Finding ways to attract and incentivize teachers towards teaching, such as considering reducing workload on teachers, focusing on the main professional aspects and increase privileges.
- Attracting outstanding teaching professionals, and facilitate the professional licensing process.
- Focusing on providing professional development opportunities, based on teachers' actual individual needs.
- Increasing the number of specialized schools, and raising student awareness to opt for such tracks.
- Developing community awareness programs to promote teacher status and value.
- Updating existing policies rather than focusing on many initiatives.
- Promoting professionalism in meeting student needs, promoting national identity, and keeping pace with the rapid changes.



Afternoon Session (1-A)

Title:	Teaching, Learning, Sustainability and Environment
Time:	11:00 – 11:45
Moderator:	Dr. Tariq Al-Bakri – Education Above All, ROTA
Participants:	<ul style="list-style-type: none">• Ms. Nouf Bakhmis – Ministry of Environment and Climate Change• Ms. Aisha Al-Marikhi - Ministry of Environment and Climate Change• Ms. Abeer Al-Kawari - Qatar National Library• Ms. Fawzia Al-Ghamdi – Ministry of Education and Higher Education• Dr. Fatma Al-Ma'adhid – Ministry of Education and Higher Education• Ms. Latifa Mohammed Al-Kawari – Qatar Museums• Mr. Shafi' Al-Marri - Ministry of Sports and Youths• Dr. Ayman Arbid – Associate Professor and IT Manager, Hamad bin Khalifa University

Key Points of Discussion:

- Fostering civil awareness for current and future generations; to strengthen their relationship with environment.
- Encouraging all segments of the community to participate in adopting environmental causes and contribute to community service.
- Promoting the sense of responsibility in the community for maintaining the safety and sustainability of ecological equilibrium.
- Coordinating among State institutions for sharing scientific information and collaboration in environmental activities.
- Raise awareness among the various segments of society on the importance of environmental sustainability, and translate that into positive practical behaviors.

Recommendations:

- Creating a single information platform at the national level; to facilitate access to environmental information and activities in the country, and ways of collaboration and coordination in this regard.



- Enhancing scientific capacity in the various fields of environmental sustainability (environmental law – sustainability – environmental media – natural resources management – environmental footprint... etc.).
- Linking scientific research (of senior school and college students) on the environment, sustainability and climatic change with the industry, business, finance, health and other sectors.
- Including environmental sustainability education in formal and informal educational institutions across all learning stages and in all types of education to address interlinks between the environmental, social and economic challenges, promote active citizenship and develop tools to measure learning impact and improve future plans.
- Considering offering new environmental learning disciplines to be added to the areas of environmental sciences such as environmental policy, environmental media, environmental law, environmental footprint and study of the environmental impact.
- Launching a scientific research award or a hackathon to address climate change.
- Translating Qatar Vision 2030 into educational and research policies and programs for sustainable development, along with a comprehensive and long-term governmental orientation that endeavors to make progress of in the social, economic, human and environmental spheres.
- Engaging all stakeholders including governmental, non-governmental and private sector institutions in planning, following and implementing community awareness programs, and work to realize sustainable development and conserving the environment.
- Employing heritage and the Arab and Islamic cultural identity in sustainability learning.
- Raising awareness about the importance of libraries in achieving the sustainable development goals to support life-long learning opportunities through providing reliable information resources.



Afternoon Session (1-B)

Title:	Higher Education and the Labor Market Appropriate New Skills
Time:	11:45 – 12:30
Moderator:	Mr. Ali Abbas – Education Above All, Al-Fakhura
Participants:	<ul style="list-style-type: none">• Dr. Ayman Arbad – Associate Professor and Director of IT Department, Hamad bin Khalifa University• Mr. Muhammed Salim Al-Khulaifi – Man Power Expert, Ministry of Labor• Mr. Abdulla Al-Khamis – Planning and Quality Researcher, Ministry of Trade and Industry• Dr. Rashid Benlamri – Vice President for Academic Affairs, University of Doha for Science and Technology• Mr. Fahad Malik – Head of Partnership and Resources, Silatech

Key Points of Discussion:

- Skills that student needs to enter the labor market.
- Supply and demand (jobs) at the local market.
- Bridge the gap between higher education and employment.
- Link educational outputs with the labor market.

Recommendations:

- Motivating Qatari students, especially males, to enroll at technical disciplines, and enhance their necessary skills such as English and mathematics.
- Linking the educational process with the actual national needs, and provide students with the necessary skills for the labor market.
- Being aware of the Rapid changes in the world, as technology and digital orientation are no longer just a luxury.
- Increasing focus on the 21st century skills in the designing of any educational project in the State of Qatar.
- Provide students with vocational training opportunities as part of education fundamental basics across all curricula, through:



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- Raising awareness of the importance of technical disciplines among students and parents.
- Working with technical schools to prepare students for vocational training and applied disciplines.
- Developing the Teachers Training Center into a national center that includes technical and vocation education and training to develop teachers and curricula.
- Developing national policies through the Ministry of Labor for treating graduates of vocational training with the same measures of treating students of public universities at academic courses (in terms of salaries and job grades).
- Bridging the diploma programs and transforming them into bachelor programs, and focus on practical training during and after university.
- Focusing on the developing economic sectors and the ones expected to grow, during planning educational projects in Qatar; to maintain alignment between supply and demand.
- Linking learning outcomes with the labor market in line with the national priorities of disciplines in demand, such as: cybersecurity, artificial intelligence, databases, and maritime navigation and aviation.
- Bridging the gap between K-12 education and higher education; to ensure that students acquire the basic skills for the labor market's requirements.
- Building partnerships between universities and various institutions to raise funding for launching new projects, assuring preparedness of entrepreneurs, feasibility studies and the actual needs.
- Focusing on volunteering programs during secondary education to develop teamwork skills and early readiness to join the labor market.



Afternoon Session (2)

Title:	Digital Transformation in the Field of Education
Time:	11:00 – 12:30
Moderator:	Dr. Radwan Menhem – Head of Applications Section, Ministry of Education and Higher Education
Participants:	<ul style="list-style-type: none"> • Mrs. Mona Al-Fadli – Director of Information Systems Department, Ministry of Education and Higher Education • Mr. Hakim Mutawi – E-Learning Specialist, Ministry of Education and Higher Education • Mr. Qays Al-Tunisi - Ministry of Sports and Youth • Ms. Wadha Al-Adgham - Qatar Science and Technology Park • Ms. Khuloud Al-Manai – Qatar Museums • Ms. Nouf Al-Haddad – Ministry of Communications and Information Technology • Ms. Lulwa Al-Sayegh – Department of Innovation Development, Education Above All.
Stakeholders	UNISECO, Qatar Airways and others

Key Points of Discussion:

- Digital culture and skills among all segments of Qatar’s community to enable them to contribute to the economic and cultural life of the State of Qatar, and creating an integrated digital community.
- Dealing effectively with digital transformation, crisis, quick adaptation, and enhancing abilities to contribute to achieving the sustainable development goals.
- Linking education with the labor market, develop education, improve its outputs and upskill graduates.
- Draw on the potentials of artificial intelligence to ensure inclusive, high-quality and life-long learning opportunities, and ensure ethical, transparent and verifiable use of educational software and data.
- Transform big data into valuable information, how to classify such big data and make it available for science, academic research and industrial development.



Recommendations:

- Providing opportunities for building and developing teachers' capacity in digital and innovative education to improve the quality of learning outputs.
- Developing teaching and learning methods to ensure acquisition of 21st century learning skills.
- Providing opportunities and priorities and share them with the youth and startups.
- Providing supporting environments for EdTech startups to pilot and develop their products with schools and public institutions.
- Enacting legislations that allow startups to participate in the procurement programs of schools and educational institutions and allocate them a quota.
- Utilizing digital solutions in designing applications that address individual obstacles such as the automated simultaneous interpreting/translation technology to overcome language barriers, allow the use of assistive technology, and empower individuals with disabilities.
- Developing curricula, teaching and learning, and assessment methods by incorporating the impact of new technology and digital skills requirements to include augmented (virtual) reality.
- Strengthening partnerships among relevant institutions, from both public and private sectors, and promote innovation and creativity in education.
- Ensuring student-centered learning, through:
 - Developing competencies-based practical frameworks.
 - Supporting adaptive digital content.
 - Supporting adaptive assessments (diagnosing student learning style).
 - Focusing on adaptive learning and its content.
- Developing a strategic framework to support the tremendous cultural shift needed for re-thinking, and adopting a strategy for artificial intelligence in education, to include all aspects of the educational process, and providing high-quality and modern learning opportunities, inclusive of learner groups.