



مسقط 2024
Muscat 2024



إيسيسكو
ICESCO

ICESCO Education Ministers Conference

ICESCO EMC 3

Beyond Transforming
Education Summit:
from Commitments to Actions

2.4

**High-Level Ministerial Dialogue (HLMD), London May 2024:
Transforming Education: Pathways to ICESCO Education
Ministers Conference, Muscat 2024**

Muscat,
Sultanate of Oman

2-3
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Executive Summary

Education stands at the core of the sustainable development agenda of Islamic World Educational, Scientific and Cultural Organization (ICESCO), which is fully committed to addressing the challenges faced by its member states in delivering quality and equitable education. Despite the international community's commitment to achieving the Sustainable Development Goal (SDG)-4, millions of children, youth and adults are deprived of education and learning, with girls suffering the most. Additionally, a large proportion of young people in schools are not receiving quality education, which has led to increased learning poverty.

The education sector at ICESCO has expanded its efforts to provide full support to member states in terms of technical and knowledge exchange expertise in line with global and regional trends and country specific requirements. The sector is committed to providing adequate research and evidence-based guidance to member states on various important components required for possible integration into the respective educational policy frameworks. In line with ICESCO's broader mandate, the sector is oriented towards facilitating the culture of knowledge exchange by bringing together high-level experts and officials from member states to benefit from best practices as well to drive a unified approach with collective wisdom.

The 3rd ICESCO Education Ministers Conference in Oman (2-3, Oct 2024) is a manifestation of the organization's greater commitment to the cause of education by bringing together global and national leaders in education to deliberate and adopt policy guidelines based on various important research analysis reports and policy papers. In preparation for the conference in Oman, ICESCO capitalized on the opportunity to hold its first-ever ICESCO-convened High-Level Ministerial Dialogue (HLMD) of Education Ministers on 22nd May, 2024 in London. The core objective of the dialogue revolved around holding a consultative session with ministers from ICESCO member states prior to the 3rd education ministerial conference in Oman and learning about the challenges and opportunities during the process of transformation of education. The dialogue was attended by 50 participants from 15 countries and high-level experts from NewGlobe Education, including 17 ministers and deputy ministers and other high-level officials from ministries and diplomatic missions representing countries in London. The HLMD's first edition featured the showcasing of best practices from member states and recommendations on strengthening the future course of education through shared wisdom.



BACKGROUND / CONCEPT RATIONALE

The Education 2030 Agenda provides a universal, all-inclusive approach for the global community to ensure the objectives outlined under SDG-4 are met. In order to do so, the need for sensitization and course setting was fulfilled by the Transforming Education Summit (TES), September, 2022, in New York, through a detailed Commitment to Action (CtA). Various important declarations were made in line with the scope of specified Action Tracks leading towards the Education 2030 Agenda.

1. **The SDG-4 midterm progress review of 2023 states that the progress since 2015 has been far too slow. The analysis states that if countries were on track to meet their national 2030 targets, six million more children would have been in Early Childhood Education, 58 million more children, adolescents and youth would have been in schools and 1.7 million more primary teachers would have been trained. It further states that from now onwards, in order to fulfill the 2030 targets:**
 - 1.4 million children need to be enrolled in Early Childhood Education.
 - Annual progress in the primary completion rate needs to almost triple.
 - A new child needs to be enrolled every two seconds until 2030 with special focus on girls' enrolment.
 - An all-inclusive transformational plan/intervention is needed for reducing learning poverty, which has risen to 80% in low/middle-income countries.
 - The induction and preparation of more trained teachers is needed, with comprehensive annual teachers' training programs and the establishment of Centres of Excellence in Pedagogical Skills.
 - There is a need for an increase in Domestic Financing in Education, which has decreased by 15% in half of the low/middle-income countries since the year 2020.
 - Digital content and technologies in education change every 38 months. A holistic review of Digital Transformation in Education is required, as it has largely remained a challenge.
 - National frameworks are needed to facilitate the connection between Curriculum Development, Teaching, Assessments, Higher Education and TVET.
3. **Islamic World Educational, Scientific and Cultural Organization (ICESCO) is set to hold the 3rd Education Ministers Conference in its member state, the Sultanate of Oman on 2-3 October, 2024. The Conference, which will be attended by the Education Ministers of 53 member states and top-notch individuals and reputed organizations working in the field of education and sustainability, will have a scientific analysis report of TES detailing the progress from commitments to actions presented before the Ministers for review.**
 4. **ICESCO, with its partners, has been engaged in frequent brainstorming to facilitate the best possible platform for ICESCO member states in order to fast-track the transformative process of Education for lifelong learning and economic prosperity through shared knowledge and best practices. In order to do so, and as one of the warming up sessions for the October Ministerial Conference, ICESCO has planned to hold a High-Level Ministerial Dialogue on the Process of Transformation of Education in London on 22nd May, 2024. This dialogue was attended by more than a dozen ministers and high-level delegations from Asia, Africa and Gulf member states.**

OBJECTIVE

The general objective to facilitate a meaningful dialogue between the senior- most functionaries in the education policy-making ecosystem, highlighting the challenges and possibilities for taking informed and impact-oriented decisions to overcome the unprecedented challenges faced by the global community. The specific objectives are:

- To learn and document insights from political leaders and ministers about the major challenges faced during the process at the strategic/policy level for meeting the Education 2030 targets;
- To learn about the process involved and best practices for long-term strategic planning and the consequent results achieved for elevating the standards of public education systems to help mitigate learning losses, as adopted by various member states in the transformation of education;
- To brainstorm and learn about the importance of transformative educational linkages/partnerships aimed at improving the standards of public education and to interact with education, technology and system experts and others for knowledge exchange;
- To hold consultations with Ministers from Member States, strategic partners and experts on the agenda, proposals and declaration of the ICESCO 3rd Education Ministers Conference scheduled for 2-3 October, 2024, in the Sultanate of Oman.

Message by H.E. Prof Marwan Awartani, Senior Advisor at ICESCO

Delivered on behalf of Director General, ICESCO

Prof. Dr. Marwan Awartani delivered the opening and welcome address on behalf of His Excellency, Dr. Salim M. AlMalik, Director General of ICESCO. He welcomed the participating delegations to the high-level ministerial dialogue on the Pathways for Transforming Education, and informed them about the Education Ministerial Conference that ICESCO will be organizing in Oman on October 2nd and 3rd. “It is the first time a ministerial meeting for ICESCO handles such a major file like Transforming Education and therefore ICESCO planned to build on the iconic event Transforming Education Summit (TES) that took place in New York in September, 2022 with a natural question for our member states countries as to what have been the progress since then? While national commitments were made by them except nine (9) countries. The question is two years down the road, what had transpired? What did work? What did not work? What was, challenging? Less challenging? What were the priorities?”

He continued, “As we know, the transformation pathways are many and interconnected—some are legislative, some are structural, organizational, some are financial, some are contextual emergencies, whatever you name it: cultural, girls’ education, and so forth. The question is, how did it go? Based on this situation, we are preparing a landmark baseline report on what actually happened. We are already analyzing the commitments and trying to see who did what, and then trying to discern any interesting trends that will tell us something about what worked and what did not, and whatever lessons were learned and so forth.”

He mentioned the importance of a systemic, perspective, integrative and holistic approach. He emphasized that it is compounded by so many emergencies that happened in the past two years. “So whatever we do, even in digital transformation or legislative reform, or teacher training and



rehabilitation, or assessment, we must always keep in mind that we can actually unleash a momentum for change that will be quite aggressive, vigorous and sustainable.”

While elaborating on ICESCO’s role, he mentioned that ICESCO is bringing together all the important global thought leaders to Oman, including the UN Deputy Secretary- General, the UN Secretary-General, and the former Senior Advisor on TES, with all of them being the co-creators of this discourse, to meet ICESCO member states and hold a conversation. He explained that following the baseline report, ICESCO plans to facilitate this progress periodically and produce policy feedback with member states. He added that at the conference, ICESCO will stimulate and facilitate the exchange of best practices and experiences, enabling member states to learn from each other. He added that ICESCO will be incubating collaborative programs, supporting and stimulating collaborations between countries.

He posed the question, “Can we imagine ICESCO setting up an innovation marketplace—a gateway where countries share amazing innovations that are high impact, scalable, replicable and affordable, and where countries that own them are willing to coach other countries? That would be most interesting if we can create those communities of practice and collaborative sub-societies within ICESCO, right? Now of course, there is more.”

While emphasizing on the importance of youth, he said, “We all talk about learner centric education, child-centric but where is the child? Where is he? Does he have a voice? He’s a very, very respectful listener for 12 years. He sits back and takes what you throw at him and he’s a forced customer. He consumes six (6) hours a day for 12 years and he has no choice. He will be tested, and if he is absent-minded, thinking about his friends, about his neighborhood, whatever, he fails, right? The question is, everybody in the world now talks about customer satisfaction. Every president, every corporate, every social leader says, ‘I would like to be sure that my clients are happy with what I’m doing,’ right? Somehow, except in education, no one ever asked children, ‘Oh, by the way, how do you feel about what you learn, when you learn, from whom you learn, and how you learn?’ Youth today, youngsters have so much to offer, but we do not allow it systematically.”

At the conclusion of his address, he requested that the honorable ministers candidly and openly



share any notable experiences, whether it be particularly challenging situations as policymakers or instances where something worked exceptionally well, so that these insights can be documented and used to inform and strengthen future recommendations.

Presentation by Dr. Ahmed Albanyan, Head Education Sector, ICESCO

Overview of Educational landscape, ICESCO programs & future orientation and Introduction about 3rd ICESCO Education Ministers Conference, Oman

Dr. Ahmed Albanyan, Head of the Education Sector at ICESCO, delivered a presentation to explain the global and regional indicators in education, along with the work, recent projects and future orientation of the education sector. He also touched upon the main theme and other important plenary sessions scheduled for the upcoming ICESCO Education Ministers Conference in Oman, for which he requested the ministers and delegations to kindly provide their views and comments. He emphasized that countries need to take swift action, as according to statistics, the progress is slow and off track in achieving the SDG-4 objectives under the Education 2030 agenda.

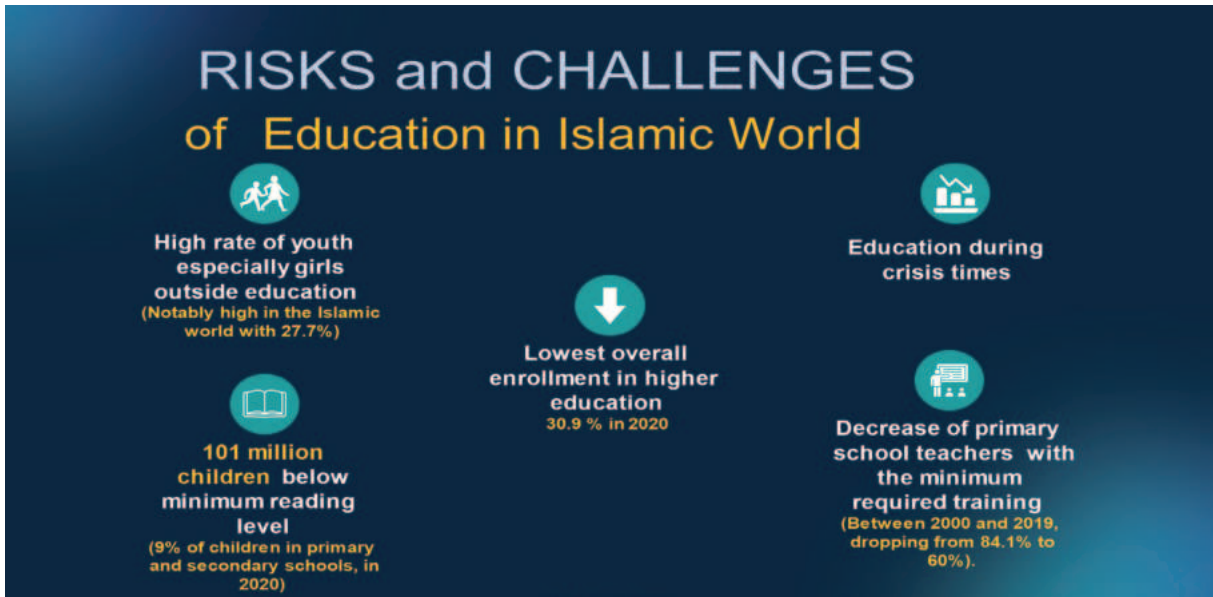


UN SDG-4 MIDTERM REVIEW

According to the UN's SDG-4 midterm progress review 2023, the progress since 2015 has been far too slow and the analysis states that if countries were on track to meet their national 2030 targets:

- Six million more Children would have been in Early Childhood Education
- 58 million more children, adolescents & youth would have been in schools
- 1.7 more primary teachers have been trained





Dr. Albanyan emphasized that all efforts need to be mobilized to make sure that countries are on the right track, calling for collective efforts from all member states in order to achieve the intended goal. According to the UN SDG-4 midterm progress review 2023, the progress since 2015 has been far too slow, and the analysis states that if the countries were on track to meet their national targets by 2030, six million more children would have been in early childhood education, 58 million more children, adolescents and youth would have been in schools, and 1.7 million more primary teachers would have been trained. The education sector at ICESCO has pinpointed some risks and challenges facing education in the Islamic world, including a high rate of illiteracy in many countries, with some countries experiencing 80 percent illiteracy.



Dr. Albanyan highlighted the risks and challenges of Education in the Islamic World, including adapting to technological changes, funding constraints, aligning teachers' competencies with future needs, an insufficient workforce with secondary and higher education, and the decline in the quality of basic

education. The rate of youth outside of education, especially among girls, is notably high in the Islamic world, with a percentage of 27.7. There is also the lowest overall enrollment in higher education, with statistics showing 30.9 percent in 2020. Education during times of crisis must also be attended to. One million children are below the minimum reading level. In 2020, 9 percent of children were enrolled in primary and secondary schools. Lastly, there has been a decrease in primary school teachers with the minimum required training from 2000 to 2019, dropping from 84.1 percent to 60 percent.

He further emphasized ICESCO’s efforts to contribute to and assist its member states in getting on track to meet the Education 2030 targets. He said that in line with its mandate, ICESCO is carrying out various activities in member states to achieve the SDG-4 goal. The upcoming, timely scheduled ICESCO Education Ministers Conference is a manifestation of ICESCO’s efforts to bring 53 education ministers and global thought leaders together and take stock of the progress and benefit from a collective dialogue and shared wisdom during these two days. He also highlighted the sub- themes of the conference, including those related to Greening Education. He noted that many countries have no information about Climate Change in their national curriculums. Another thematic session will focus on digitization and AI, in light of the importance of digital transformation. Dr. Albanyan posed that in an era when digital educational content is changing every 38 months, there is a definite need for a robust system to cope with these challenges. The plenary session on Education in Emergencies will discuss the 224 million crisis-impacted school-aged children worldwide. Finally, the session on the Transformation of Education will focus on the frameworks and models aimed at addressing all issues in the educational landscape, human development and economic prosperity.

Future Mega Event in Education ICESCO Education Ministers Conference, Oman

- **Attendees**
Education Ministers from 53 members states. Leaders from reputable global and international organizations
- **Greening Education (Thematic)**
Half of 100 countries has no information about Climate Change in National Curriculums
- **Digitization and AI (Thematic)**
Digital content in Education changes every 38 months
- **Education in Emergencies (Thematic)**
224 Million crises-impacted school-aged children worldwide require educational support
- **Education Transformation (Thematic)**
Need for frameworks / models aimed at addressing all issues in education ecosystem delivering Human development & Economic Prosperity



Moving forward, Dr. Albanyan highlighted that strengthening educational systems directly impacts progress on Sustainable Development Goals (SDGs), and ICESCO is fully committed to this objective, as evidenced by its achievements in 2023. The upcoming conference, with its cross sectoral themes, will further benefit the SDGs.



FLAGSHIP PROJECTS 2023

<p>Education for reducing Drop-out Girls in YEMEN</p> <p>Beneficiaries</p> <ul style="list-style-type: none"> ○ 19,000 Girls ○ 350 teachers ○ 280 housewives <p>Partner:</p> <ul style="list-style-type: none"> ○ King Salman Humanitarian Aid & Relief Center 	<p>Socio-Economic Empowerment Project for Women Emancipated from Illiteracy</p> <p>Beneficiaries</p> <ul style="list-style-type: none"> ○ 15 Countries ○ 1000+ girls/women 	
<p>Initiative on Lifelong Learning for Africa</p> <p>Beneficiaries</p> <ul style="list-style-type: none"> ○ ICESCO Member State in Africa <p>Partners</p> <ul style="list-style-type: none"> ○ Morocco Gov., ○ Korea Gov., ○ UNESCO UIL, ○ GPE/Africa 	<p>International Research on Early Childhood Care and Education Policy and Practice of Developing Countries</p> <p>Beneficiaries</p> <ul style="list-style-type: none"> ○ 9 ICESCO Member States out of 17 total participating countries 	

The project in Yemen, worth USD two million, has benefited 19,000 girls and was implemented in partnership with the King Salman Humanitarian Aid and Relief Center. The initiative on Lifelong Learning in Africa benefited ICESCO member states in Africa and was supported by partners including the Morocco Government, Korean Government, UNESCO and others. ICESCO also participated in international research on early childhood care and education policy and practice in developing countries.

Dr. Albanyan concluded his presentation by explaining the initiatives for 2024 and 2025. The initiatives include collecting and improving data for the development of educational policies, developing educational planning, promoting lifelong learning, and providing conducive, safe, healthy, violence-free and bullying-free learning environments. Other initiatives include enhancing educational technology, building the capacities and capabilities of institutions concerned with preparing teachers, enhancing future skills among learners and youth, ensuring the right to inclusive education for all, and education on the values of citizenship and learning for sustainable development.

INITIATIVES FOR 2024 - 2025

Finding and improving data for the development of educational policies and raising the quality standards of education systems

Developing educational planning and lifelong learning systems

Providing conducive, safe, healthy, violence-free and bullying-free learning environments

Enhancing education technology and distance learning mechanisms and bridging the knowledge digital gap

INITIATIVES FOR 2024 - 2025



Special Message by Dr. Abdullah Ambusaidi, Undersecretary, Ministry of Education, Sultanate of Oman

Delivered on behalf of the Minister of Education, Oman, as hosts of the upcoming 3rd ICESCO Education Ministers Conference

Dr. Abdullah bin Khamis Ambusaidi, Undersecretary, Ministry of Education, Sultanate of Oman delivered a special message on behalf of H.E. Dr. Madeeha bint Ahmed Al Shaibaniyah, Minister of Education, Sultanate of Oman.

“It is my honor to begin by conveying the greetings, Minister of Education and Chairperson of the Oman National Commission for Education, Culture, and Science. She extends her best wishes for the success of this ministerial dialogue. I would also like to express my deep gratitude to the Islamic World Educational, Scientific, and Cultural Organization (ICESCO) for its role in organizing this meeting, which will undoubtedly provide valuable insights and significant contributions to the transformation of education in the Islamic world.

Furthermore, I wish to affirm Oman’s readiness to host the third (3rd) ICESCO Conference of Education Ministers, which will be held, God willing, from October 2 to 3 this year in the vibrant city of Muscat. The conference will see the participation of education ministers from 53 member countries, as well as representatives from UN organizations, international and regional bodies, scholars, thinkers, academics, educational experts, and Nobel laureates. This conference, encompassing key topics such as the transformation of education in the Islamic world, greening and climate education, role of digitization and artificial intelligence in education will aim to address the latest developments in the regional and international education landscape.

The primary goal of this conference includes renewing the commitment and preparedness of member states to the transformation of education through effective practices, fostering and facilitating cooperation among member states in their efforts to transform education, and integrating joint action programs. Additionally, it aims to highlight the ethical and moral references within the Islamic world’s heritage concerning educational transformation.

Oman has already commenced preparations for this significant conference by forming a national team



led by Her Excellency the Minister of Education. A scientific team has also been established, comprising members from the Oman National Commission for Education, Culture, and Science and ICESCO, to develop the timeline and conceptual paper, propose speakers, and outline the conference's themes.

This dialogue, organized by ICESCO, is an opportunity for all of us to exchange knowledge and successful educational practices in the region. It also invites us to review national policies to shed light on challenges and formulate well-studied plans to overcome them. I take this opportunity to invite all of you to participate and contribute to the success of the conference hosted by Oman this year. Your suggestions are invaluable to ensuring a unique and non-traditional regional conference.

In the end, I extend my sincere thanks and gratitude to the organizers of this dialogue. We hope for continued efforts to enhance frameworks for cooperation and knowledge exchange, and for the continuation of such forums aimed at improving education on all fronts.”



Member State Best Practice - KwaraLEARN

**Delivered by Mrs. Sa'adatu Modibbo Kawu,
Commissioner-Minister for Education in Kwara State, Nigeria**

ICESCO is mandated to facilitate knowledge exchange in form of best practices among its member states. To share with its member states one such example, the KwaraLEARN program, implemented by the Kwara State Government in Nigeria, was presented. Mrs. Sa'adatu Modibbo Kawu, Commissioner-Minister for Education in Kwara State, Nigeria, introduced her team and began her speech by highlighting the impact of effective leadership characterized by political will, commitment, and dedication to transform the basic education sector.

KwaraLEARN is a Complete 360 -Degree System

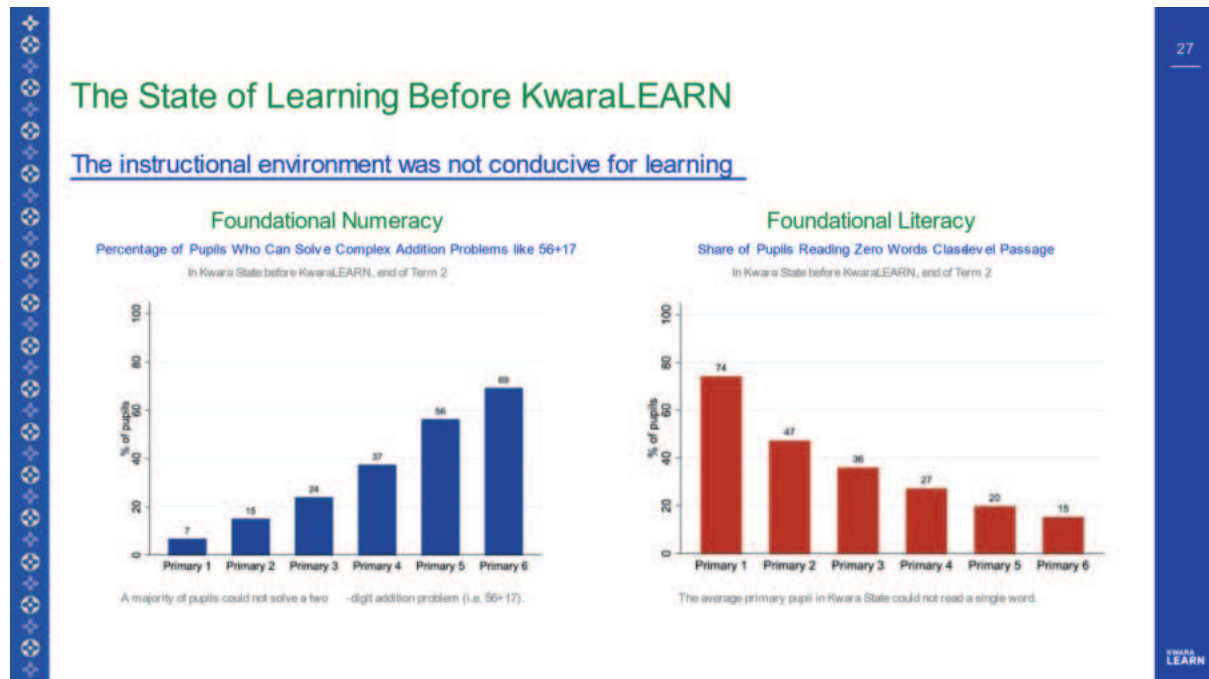
1. Leveraging the Science of Learning
2. And National/ State Curriculum
3. Digital Teaching Guides on a technology platform for research-proven lessons
4. Technology Platform that increases Accountability & Professionalism
5. In Person Teacher Training for each teacher based on proven approaches
6. Data-driven Teacher Coaching in classrooms every day
7. Scientifically-tested Learning Materials
8. Digital Transparency & Supervision through realtime dashboards
9. 360 Degree Support Teams

Dr. Soji Akinyele, KwaraLEARN Group Managing Director, briefed participants on the all-inclusive approach of the intervention. He noted that one of the initial actions taken by His Excellency, Governor Malam Abdul Rahman Abdul Razak, was to implement a targeted intervention aimed at the basic education system, setting it apart from previous initiatives. He named this initiative KwaraLEARN, an acronym that merges the state's name, Kwara State, with "Learn," signifying a focus on leading education and reforms. This name was chosen to emphasize that the initiative represented a significant departure from the norm and was a strategic effort to address the state's learning challenges. KwaraLEARN was specifically designed to transform public primary schools.

Dr. Akinyele explained that the program is currently focusing on all 1,599 public primary state schools, which have over 185,000 students and more than 6,000 teachers and school leaders empowered with digital tablets and smartphones. The methodology ensures that the intervention addresses all levels of challenges, including those at the student level, teacher level, and the curriculum, in terms of the mode of delivery, structured pedagogy, and school administration system. It also aims to elevate the cultural and learning environment to foster positive and motivational learning. The KwaraLEARN team is leveraging the science of learning by understanding that children must be taught at their own level, regardless of their grade, and aligning this with state or national



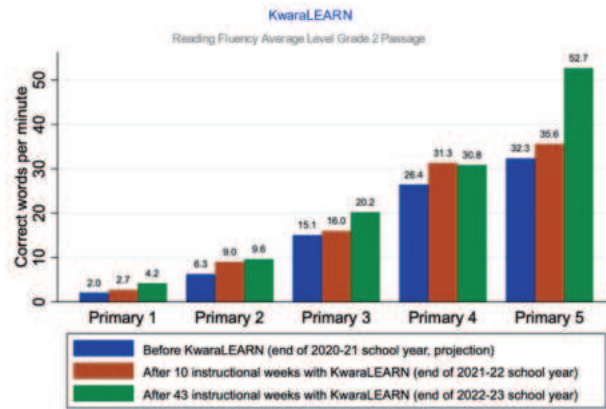
education standards. This involves creating lesson plans and content that is digitized and provided to teachers via digital devices. There is a standardized mode of lesson delivery, accountability, and professionalism across the state, whether in a rural or urban primary school. Thus, the delivery method is standardized, and teachers are first trained in this mode and then coached based on their performance every day at the school.



Dr. Akinyele explained that they have implemented in-person teacher training and daily teacher coaching, along with learning materials, books, workbooks and a transparent supervisory platform. This comprehensive approach is the core of the KwaraLEARN intervention. He also mentioned the Situation Room, which is one of the first of its kind in the country. It enables policymakers and administrators to monitor exactly what is happening in every school in the state, whether in a remote area or the state capital. Before KwaraLEARN was introduced, there were significant challenges, such as issues with numeracy and literacy. For instance, children were unable to answer simple addition questions involving two-digit numbers or read the required number of words per minute at their expected level. However, with KwaraLEARN's implementation, serving 185,000 pupils across all schools, improvements were observed. In the first 43 weeks of the intervention, fluency challenges were halved.

Pupils' Reading Fluency Improved by 65% After 43 Weeks

- On average, pupils were reading **8 more cwpm** than before the programme.
- In Progressive schools: P1 pupils were reading more fluently than P5 pupils before the programme.
- In Primary schools: P5 pupils improved their fluency by more than **21 cwpm** - an effect size greater than 96% of all studied education interventions in low- and middle-income countries.¹

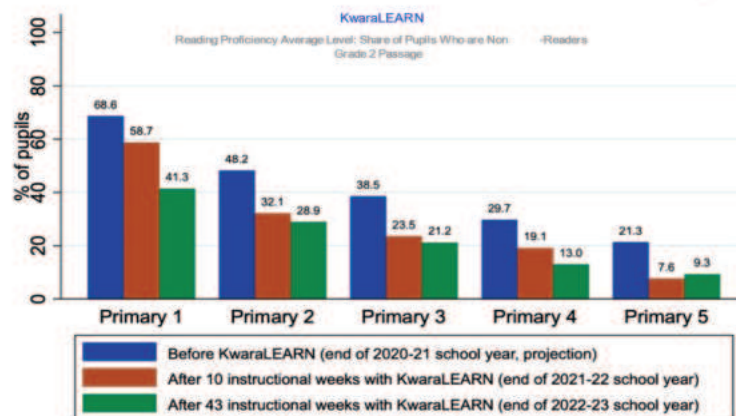


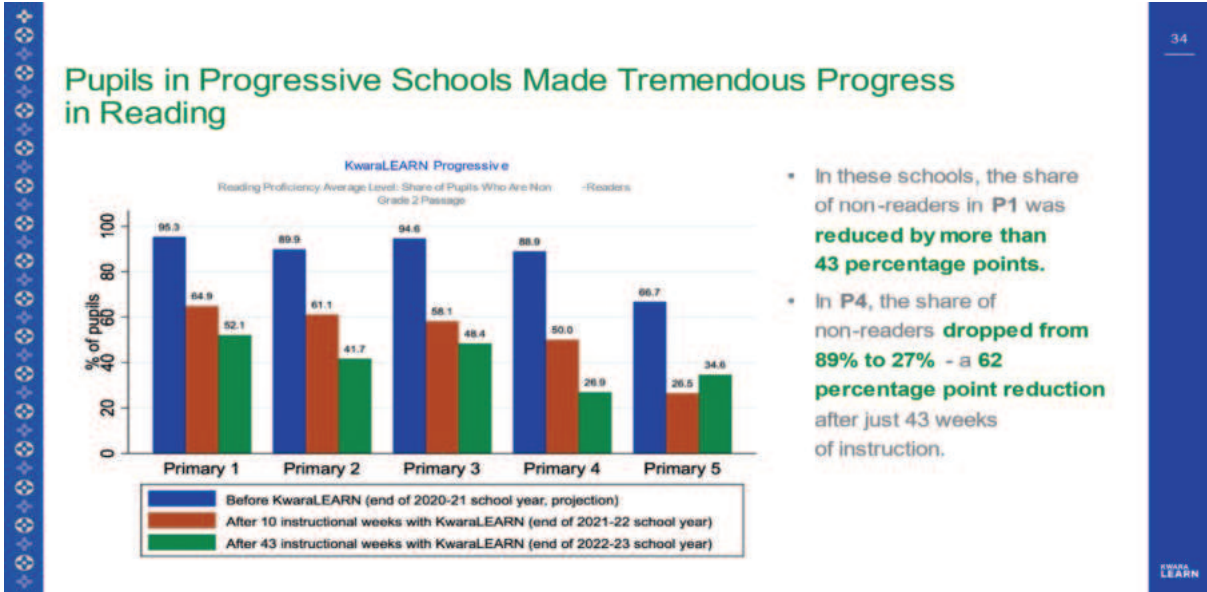
¹ This effect size corresponds to .81 standard deviations across the full sample for Cohort 1.

Dr. Akinyele noted that teachers are now being systematically monitored, which has improved teacher attendance levels. Teacher absenteeism was a major issue, and it has been reduced by almost 85 percent. If Kwara were to be compared across the World Bank classifications with a country, before KwaraLEARN, it was probably performing at the level of a low-income country. However, with KwaraLEARN, the state now observes fluency and educational levels improving to almost the upper echelon of low middle-income countries, with progress toward reaching upper middle-income countries.

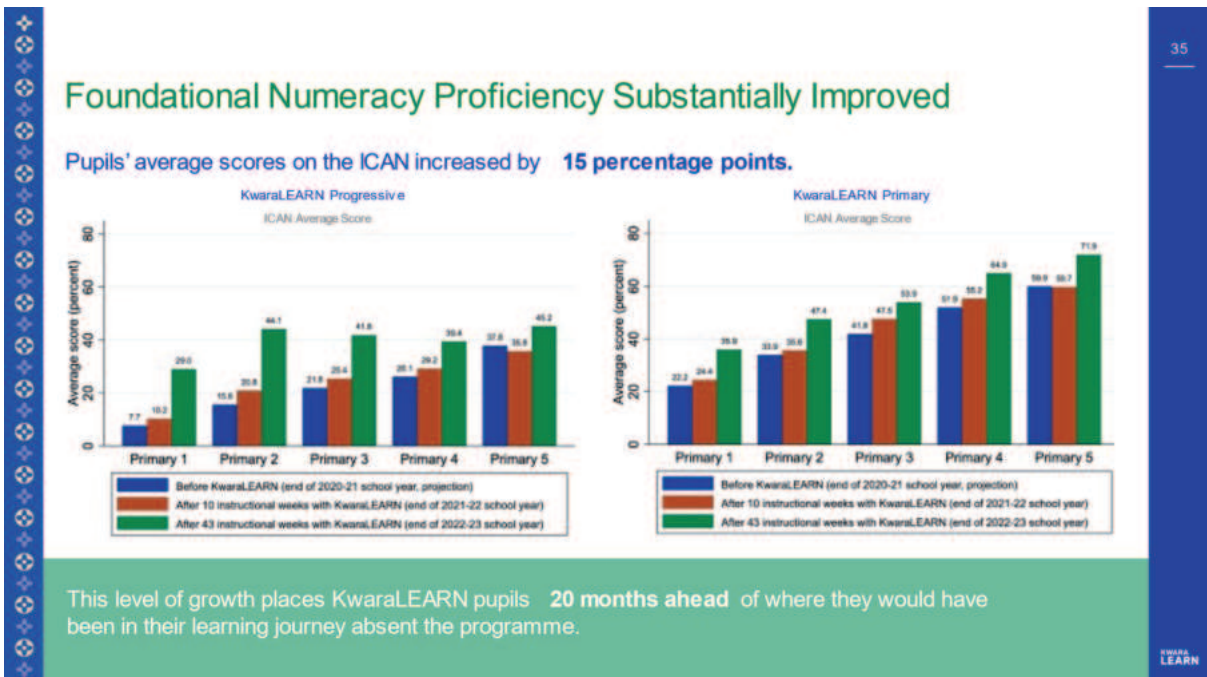
The Share of Non-Readers Decreased by Nearly Half

There are now fewer non-readers in P2 than there were in P4 prior to the programme.





This initiative will be a major influence in future decision-making processes, encouraging the future administrations to prioritize data-driven approaches to education and invest in initiatives with proven track record of success. KwaraLEARN ensures that even subsequent governments, regardless of their track record in education, realize that while education may be costly, when you are convinced that progress is being made, nothing is too much to invest.



KwaraLEARN's innovative use of technology in education will leave a legacy of technological advancement by integrating digital tools and platforms into the educational landscape. It is preparing pupils for the challenges of the digital age. We know that education is dynamic, not stagnant. We have to move towards what the economy dictates, and that's exactly the effectiveness of KwaraLEARN in Kwara State. An educated youth is more likely to contribute to the workforce and drive innovation and entrepreneurship within their communities.

This innovative approach has garnered recognition both within the state and at the national level. Kwara State topped among 36 states in Nigeria while representing the country in a debate competition abroad.

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Learning Deprivation in Kwara State has Significantly Decreased

Schools in the KwaraLEARN programme experienced a reduction in **learning deprivation² from 73% to 56%** - effectively reducing this metric by one-quarter.

Source for international comparison data: World Bank

Note: Share of pupils who can read – the conceptual measure of learning deprivation calculated after a follow-up study 40 instructional weeks after the programme, using PISA’s literacy skills. The higher the GDP for which literacy data is available, the deeper into the end of primary education the metric. All pupils recorded as being in learning deprivation (they can read basic text) 40 weeks post-programme. Following the same end-of-the-year in October 2017.

Global Alliance to Monitor Learning. By aligning learning deprivation usage with comprehension by the end of primary school, one

² Learning deprivation is defined as the proportion of children who fall below a minimum proficiency level, as outlined by the metrics with Sustainable Development Goal (SDG) 4.1.1b, which measures the proportion of children unable to read a simple text. These can further contextualise these gains.

Kwara LEARN

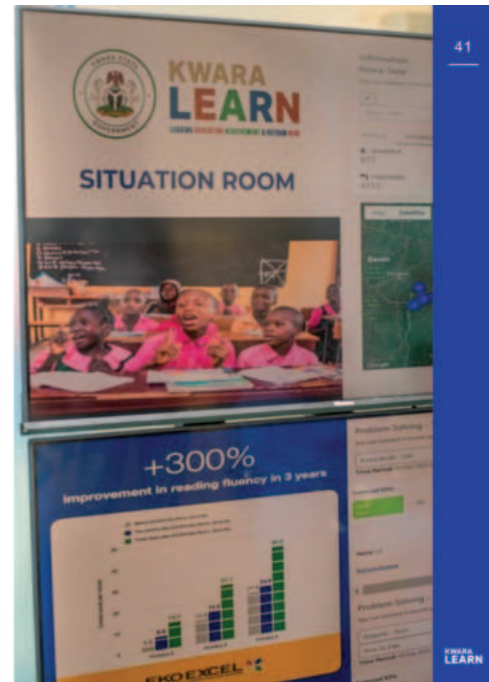
The synergy between the government partners and the KwaraLEARN team has been remarkable, as they work together for the benefit of the children. The team provides comprehensive 360-degree support, ensuring that the government is not left to tackle challenges alone. This collaboration has also significantly increased public confidence. There is a noticeable trend of parents moving their children from private to public schools, indicating a tremendous boost in trust in public education system.

The presentation concluded with a look ahead at the vision for KwaraLEARN. The program, currently focused on public primary schools, plans to expand to junior secondary schools and eventually include higher secondary levels, covering the entire basic education sector in the state. This expansion is expected to further reinforce the learning process in the state and across Nigeria, enabling students to achieve much more at these higher levels of education.



The KwaraLEARN Situation Room

- The KwaraLEARN Situation Room was launched on the 14th of December 2023 at the Kwara State Government House.
- It was situated to track progress towards our educational goals, identify areas needing improvement, and assess the effectiveness of interventions and policies.
- We also use this to monitor pupil performance metrics, attendance records, and teacher evaluations, educators.



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KwaraLEARN Situation Room Launch @ Kwara State Government House

KWARA LEARN

Ministerial / Member State Intervention



**H.E. Dr. Ismail Shafeeu,
Minister of Education,
Maldives**

The honorable minister, after greeting the participants and organizers, highlighted three points for the upcoming ICESCO Education Ministers' Conference.

"Firstly, I would like to highlight that we have seen from earlier presentation given by ICESCO, while referring to the UN midterm review report, that many countries are behind the educational targets for Education 2030. I would like to say that in the Maldives, in the year 2001, we had already achieved 100 percent in providing the universal goal of primary education. In the Maldives, we also achieved over 99 percent at the secondary level. Therefore, I think if we share experiences and work together, we will be able to achieve this goal in most of the ICESCO countries as well.

Secondly, there are many things that we have to think about and what we have learned after attending the Education World Forum (EWF) that we have just attended. Technology is going to be heavily integrated into the education system. Artificial intelligence is being talked about, and if we do not invest and work together to put this technological advancement in our curriculum, we will be left behind. Therefore, I would like to urge my fellow ministers and excellencies, that we have to work together. We have to minimize the digital divide. Investments have to be made to provide connectivity, infrastructure and digital content within the ICESCO countries, and those resources have to be shared in a sustainable way.

Thirdly, these are my concerns, and I think if we could address these issues in our upcoming ICESCO Ministers' meeting, the ICESCO countries would be heading in a good direction."



**Hon. Haddy Jatou Sey,
Minister of Basic and
Secondary Education,
Gambia**

The honorable minister, after greeting the participants and organizers, mentioned that she was very interested in the presentation made by her Nigerian colleagues and would like to congratulate them because there is a lot of opportunity to learn.

"In my ministry right now, we are focusing on foundational learning in order to improve the quality of outcomes in the Gambia. We have done an excellent job in reaching the enrollment rates. As for the SDG-4, the enrollment rates for boys and girls have now surpassed 90 percent, with girls' enrollment rates higher than boys in both early childhood development and basic education. However, we are facing a lot of issues with quality. The quality of educational outcomes is a bit low. We are now working on a very good project with the World Bank that focuses on foundational learning, and we are very much looking forward to learning from our Nigerian sisters. And very soon, we'll have a study tour to come and visit."



**Hon. Conrad Sackey,
Minister of Basic and Senior
Secondary Education, Sierra
Leone**

The honorable minister, after greeting the participants and organizers, mentioned that Sierra Leone is a very small country of about eight million people, and have had some serious shocks in the past.

"We have had 11 years of civil war, a pandemic of Ebola, and, like everybody else in the world, we had COVID. As a result of these shocks, Sierra Leone has suffered from learning loss. And as a result of that, we have experienced learning poverty—the inability to be able to read and



write a simple sentence. I also have to mention the fact that the world is faced with some difficult financial situations. And as a result of that, it affects governments being able to respond to some of the challenges that we face.

However, we do have a very strong political will in Sierra Leone. Our government has committed itself to developing human capital. We have allocated 22 percent of our development budget to make sure that this happens. And we have initiatives such as the Free Quality School Education, which means that all of our children from pre-primary to senior secondary education can go to school free of charge. They don't have to pay exam fees as well. We provide teaching and learning materials to all schools. We provide nutrition in the form of free school meals, but the challenges that we face are enormous.

In order to have right output of our investment in education, we have focused our energies on foundational learning, like many other countries present here. In terms of foundational learning, we have defined it slightly different from other countries, which is literacy, numeracy, social emotional skills, civic mindedness and digital skills. Civic mindedness addresses the challenges we had in the past. Digital skills, because we believe that this is a bridge to get us to the 21st century. And as we commemorate the year of Education on the African continent with the theme "Preparing an African Fit for the 21st century," we have decided that in educational interventions, our kids should acquire five competencies, which we call the five C's: Comprehension, the ability to be able to read and understand, Computational skills, the ability to be able to solve problems, Creativity, we've seen what has happened with our sister country of Nigeria in terms of the creative industry, Civic-mindedness, which runs through our educational system, and last but not least, critical thinking.

Now in order for these things to happen, let me just share with you a couple of enablers. One is teacher training. We are focusing on our teacher training in terms of teaching at the right level

and structural pedagogy. Importantly, in terms of a targeted interventions, we are also looking at the mitigation for those kids that cannot meet the benchmark. Two, we provide one-year compulsory pre-primary education, so we are expanding that facility. Three, we are developing a structure of national assessment unit so that we can develop formative assessment to assess our kids as they go through the process. We are also developing curriculum packages in all the subjects that I mentioned earlier and last but by no means the least if we're going to succeed, we need to engage parents and the community to also make sure that this happens.

Let me end up like everybody else who have been to all the workshops. Technology, technology, technology is that pillar that will take us to the 21st century."



**Hon. Moustapha Mamba
Guirassy, Minister of
National Education, Senegal**

The honorable minister, after greeting the participants and organizers, mentioned that he transmits all the support of Senegal as a nation to the sufferings of Palestinian children.

"A few days ago, I received the Ambassador of Palestine in my office in Dakar, and it was very sad. It was very difficult to hear the kind of suffering these children are living. It's very hard. What I noticed is that the Palestinian children require more commitment from Muslim countries. I propose that we have to be more committed. Each country should perhaps organize orphanages and have special daycare for those children. The Palestinian Ambassador said, "Minister, I want you to introduce in your curricula some courses about the Palestine."

As ICESCO, we have to make the difference and the difference is our spirituality. We have to assume it. I think that our niche, our basement is our spirituality. And I'm a little bit frustrated when the subjects, the topics, and the issues about green initiatives are held by what I call

“temporality.” That’s why I think that the religion resign and the spirituality maybe have to be entrusted to the temporality. Because at the end of the day, to be Muslim means to have respect for green, to have respect for climate, environment, and the children. But those issues now are held by the others by the temporality, those who do not have our spirituality, the chance, the opportunity that we have.

So, talking about education is, first of all, to know what is your specificity, your authenticity. So, just to say, that I invite this conference to be the first, the champion in these kind of issues, green human mind and I want to finish with one topic. When I go to Harvard Business School, they have time for meditation. When I go to friends here everywhere they have an empty meditation transcendental. They extracted from their religion, from their spirituality.

But in the way we communicate, the way we live with our religion, we have to rethink our education to bring our spirituality in the way we educate. If not, we lose. When I say “I’m a minister,” I start my speech in the name of the President of Senegal, His Excellency. When I say that, those people who listen automatically change their attitude. They know that the one who sent me is the boss of Senegal and myself before the speech, when I say in the name of His Excellency. I have to change the way and my attitude, and just with in the name of His Excellency, it’s a kind of regulation, and each item, each thing in the environment knows its responsibility.

What I’m saying is, when I say Bismillah, it’s in the name of God. It’s my responsibility. Those people who listen know that I’m talking in the name of someone. That means our responsibility on this earth, what’s happening in Palestine, it’s our responsibility. We are honored to be ministers of education but the responsibility is very high. So, what I propose is a statement about education in Palestine.”



**Hon. Syed Sardar Ali Shah,
Minister for Education Sindh
Province, Government of
Pakistan**

The honorable minister, after greeting the participants and organizers, mentioned about the challenges faced in education, especially out-of-school children.

“The major challenge is definitely the out-of-school children who are not enrolled in their schools. We don’t know about their future or what will happen with this planet if this huge number still persists out of school. And I think this is a collective cause not only for the 53 Islamic countries but for the whole world. So, we should concentrate on that and how to bring them back to the schools, whether they’ve been to school or never been to school. There are two kinds of kids who have been to school and dropped out after a certain period of time and those who never been to school. The second biggest challenge which I realize is the teacher quality. Teacher, it is the person who can build society, who can build the nation and who can build humanity too. We need quality teachers and teachers’ training component is the most important, not only for Pakistan but for all the 53 countries of ICESCO.

Secondly, the curriculum, since it is the base to develop a mind of a child. However, we have been imposing our minds on our kids and children through curriculum. We don’t know what exactly a child needs and how he really thinks. We should develop our curriculum on the basis of the cognitive and creative ability of a child rather than to make a rock learner. And he’s memorizing the things which are being told by the parents, the professors, teachers and ministers all sitting here. He should have a critical mind.

In Sindh province, we have been facing back-to-back floods as natural catastrophes. Due to that, almost 50 percent of schools in my province



were either completely damaged or partially damaged. So infrastructural development is the biggest challenge which we are facing now. So we need to rebuild the schools. Still, 2.5 million kids are sitting under the sky without the roof and they are looking for help. Due to the meager resources, we cannot combat this issue and develop infrastructure.

Climate change is definitely the most important in the subject and the topic which should be dealt not only in education sector but even with multi sectoral approach. We have to combat with the climate change issue. So I think countries like Pakistan is facing climate change, catastrophe, natural catastrophes, and we need to incorporate climate change into the curriculum to build the mind of our children as a climate resilient children that can face all catastrophes in the way they are facing today.

There are a few recommendations which I want to place before ICESCO, even the session to be held in Oman. There should be a cultural exchange, educational exchange and exposure program between all 53 countries. We should learn from our experiences, not only exchanging ideas. We should bring the right people together responsible for educational transformation and especially in teachers' training to see the things happening in different parts of the Islamic countries. So that will be the most important support to each other.

My opinion is that we should sensibly and rationally use Artificial Intelligence (AI) especially in our education system. We have to build a human mind. We have to create a human mind and not a machine, which can never be the replacement of a human mind. While working with AI in education for children, we must take into consideration the civilizational, historical and cultural values. I also propose for consolidated educational data collection mechanism from all the 53 Islamic countries, which may be analyzed and presented periodically.”



Hon. Abbas Salim Al-Halabi, Minister of Education and Higher Education, Lebanon

The honorable minister, after greeting the participants and organizers, submitted his special thanks to His Excellency Dr. Salim M. AlMalik, Director General of ICESCO, for convening this dialogue. He mentioned that for nearly five years, Lebanon has been suffering from unprecedented multiple crises: health crises due to the COVID-19 pandemic, economic crises due to the financial turmoil plaguing the country, and humanitarian and social crises due to the Beirut port explosion. Additionally, there is the educational, social, and economic pressure from the influx of refugees.

“The Ministry of Education and Higher Education in Lebanon, in alignment with the directives of the Lebanese government, despite these existential crises affecting Lebanon and the Lebanese people on all fronts, and especially the repercussions on the education sector, committed at the Education Transformation Summit held at the United Nations in New York in September 2022 to the following pledges:

- a) To keep education as the top priority, no matter the multiplicity of crises. Education first, and education cannot wait. No other concern should take precedence over education.
- b) To continue implementing the policy that education is a right for all children—residents, refugees, and migrants, both females and males, those with learning difficulties and the gifted, minorities and majorities, rural and urban dwellers—based on our commitment to the right to education for all without exception, despite any social or economic obstacles that hinder providing education for all.
- c) To work continuously to ensure inclusive, equitable, safe, and healthy schools.

- d)** To continue professionalizing education and committing teachers to their mission, ensuring they are not driven away by pressure or temptation.
- e)** To continue updating curricula to provide advanced education that fosters critical thinking, creativity, and skills in students.
- f)** To pursue digital transformation, bridge the digital divide, and ensure equitable access to technologies in line with modern curricula.
- g)** To seek sufficient and sustainable funding that matches the state's transparent needs, good governance, and accountability in education expenditure.
- h)** To develop vocational education and introduce new specializations that meet the needs of today's and tomorrow's society.

Less than a year after our commitment at the Education Transformation Summit in New York, the Ministry of Education launched the 2025 Reform Map on June 8, 2023. This map includes three groups and several reform tracks within each group, directly linked to the outputs of the 2025 five-year plan.

- Group A includes fundamental reforms for learning, teaching, and inclusive education. It encompasses the following tracks: new and updated national curricula, digital transformation, educational leadership, teacher training, inclusive education, and multiple flexible pathways.
- Group B focuses on governance and includes the following tracks: data management and provision, school financial management, strengthening decentralized administration, enhancing central administration within the Ministry of Education, and strategic communication through interactive school platforms.
- Group C aims at rationalizing spending and the effective use of human and material resources. It includes the following tracks: teacher appointments and transfers, gradually

reducing the student-teacher ratio to 14:1 instead of 9:1, school building usage, setting standards for merging and closing schools, and equipping all schools and vocational institutes with solar energy equipment.

Based on the above, and thanks to the responsible partnership we have established with the Arab and international community and donor entities, without which we would not have been able to achieve much of what we committed to, despite the multiple crises and challenges we continue to face with determination and a strong will, Lebanon is regaining its leadership in education.”



**Hon. Dr. Amjad Barham,
Minister of Education and
Higher Education, Palestine**

The honorable minister, while greeting the participants and organizers, expressed special gratitude to His Excellency Dr. Salim M. AlMalik, Director General of ICESCO for convening the important High-Level Ministerial Dialogue (HLMD) in London. He began delivering the statement and conveyed the greetings of the children of Palestine, from schools and universities, their teachers, and educators.

“As we face this immense tragedy that has befallen the entire Palestinian people, before speaking about Gaza, let us speak about Jerusalem—this holy city, the cradle of three religions and the ascension points of our Prophet Muhammad, peace be upon him. This besieged city, where systematic settlement activities persist, is now under a new war—a war on the education of Jerusalem's children and teachers, and the Palestinian curriculum within Jerusalem itself. Today, we fight through the Palestinian curriculum. The occupier seeks to impose the Israeli curriculum on us within Jerusalem's schools.

The occupier now absolutely prohibits the construction of any new school within the walls of Jerusalem. Palestinians without Jerusalem IDs are not allowed to enter Jerusalem for



education purposes from the West Bank. This is a war against all the children of the Palestinian people. As Palestinians, we have been raised with a focus on education, encouraged by our families that the future of Palestine lies only through education. Building our statehood depends solely on education. Under occupation, education has been our sole tool for liberation.

Today, war rages on Gaza. I must share some information with you. Until this moment, 33,000 of our people have been martyred in Gaza, with over 75,000 injured and wounded due to this deadly war. Thirty children have died from starvation due to the siege on Gaza. Over 200 workers of international institutions have been intentionally killed within Gaza. Regarding education in Gaza, it is essential to note that this eager people has embraced knowledge as a means of liberation from occupation. We are proud that our children have achieved high academic qualifications despite the ongoing war. However, the war persists. Until this moment, 94 university professors holding senior positions have been killed by the destructive machinery of occupation, not alone but with their families, including wives and children, in their homes while they slept. This is occupation. Twelve of our universities in Gaza have been either completely or partially destroyed, with 50 buildings within these universities completely demolished. The occupier boasts about demolishing any university building, showcasing it to the Israeli public.

There are 630,000 students in Gaza's schools, 88,000 in its universities, and 80,000 in nursery schools today. Previously, there were 307 schools in Gaza. More than 80% of these schools have been destroyed. We now need to build 4,500 classrooms within Gaza. Brothers and sisters, Gaza is witnessing a massacre, primarily targeting education, then education, and education again. Schools and universities have been systematically targeted within Gaza. More than 6,500 children have been martyred at the hands of the occupation forces, and over 2,000 university students have been targeted. More than 1,700 of our disabled students in

Palestinian universities have been injured by the occupation's destructive machine. 20,000 university students have been injured. I want to emphasize that what remains of our schools today have become shelters for over one million Palestinians. The entire educational process has been completely destroyed in Gaza—a systematic destruction. As for the West Bank, more than 730 Israeli military checkpoints prevent any Palestinian movement, turning what used to be a 10-minute journey into hours. They have systematically cut off the country. There is an economic siege on all aspects of life within Palestine. Today, the Palestinian National Authority faces a siege. Until now, it cannot access the taxes it collects—Palestinian taxes, pirated by the occupation, denying the Palestinian people access to them. This has negatively impacted all aspects of life within Palestine, especially education. We cannot even pay a simple salary to Palestinian teachers.

Nevertheless, we affirm to all of you that these resilient people, hopeful and with a future, will rebuild everything under the banner that education is the path to state independence. I thank you for giving me this opportunity to express the deep wounds we suffer in Palestine.”



**Hon. Dr. Mohammad Amer
Al-Mardini, Minister of
Higher Education, Syrian
Arab Republic**

The honorable minister, after greeting the participants and organizers, stated that in the Syrian submission to the Education Summit held on September 19, 2022, the Ministry of Education in the Syrian Arab Republic has raised the banner of lifelong learning to enhance well-being in society. This initiative aims at achieving continuous, self-motivated learning that develops the scientific, social, and professional skills of Syrian citizens. It lays the foundation for a comprehensive educational renaissance that expands both quantitatively and qualitatively in the concept of lifelong learning.

This future vision has been translated into tangible measures and has adopted key transformative tools to ensure the integration of all into the educational system. Syria has made sustainable development a national competency in the Syrian educational system, with comprehensive goals within the general framework document. This included formulating curriculum standards and aligning them with global competency frameworks, continuing to implement the advanced curriculum, and developing self-empowerment learning curricula.

Additionally, there has been an expansion in increasing the number of early childhood centers, and a strategy has been developed for capacity-building and transformation in the face of globalization, terrorism, displacement, and economic sanctions imposed on Syria. These efforts aim to ensure the provision of good, qualitative, productive, and innovative education for everyone throughout their lives until 2030. This involves equipping teachers with necessary skills, teaching methods, tools, and techniques, emphasizing active learner participation in owning learning, life, and work.

Teachers have been trained to act as guides and facilitators of the learning process, assisting learners in overcoming weaknesses and enhancing their social, emotional, civic, and personal capacities to prepare them for life. Life skills have been added to support the ability to empower and monitor them in evaluation, social-emotional learning guidelines, and building reliable data on educational outcomes and learner assessment using the latest assessment mechanisms.

In expressing Syria's commitment to directing digital learning towards fair and inclusive education, the Ministry of Education oversaw the initiative to create open digital resources compatible with curricula, organizing and preserving them through a digital platform for interactive books, learning resources, teacher guides, and local production of curriculum content through educational platforms, and establishing virtual laboratories to prepare three-dimensional educational clips.

A set of measures has been taken to develop laws, systems, and policies supportive of teachers and vocational education to improve social and financial conditions. Classrooms have become productive projects serving the community. The Ministry of Education in the Syrian Arab Republic seeks to develop schools, enhance participation, and work on improving quality in education to draw up integrated policies, cultures, and practices to create an inclusive school welcoming to all, taking into account individual differences and diversity among all children.

Several ministerial notifications have been issued supporting the integration process by generalizing acceptance criteria for persons with disabilities in regular schools and kindergartens, disseminating selection conditions for resource teachers in inclusive schools, and initiating an education transformation plan and expanding inclusive schools to ensure all children have access to learning and education. Lastly, Syria expressed its commitment to the principles of the Education Summit by joining the Greening Education Partnership in collaboration with the United Nations Framework Convention on Climate Change to develop education for social transformation and work on greening education systems with its four pillars of curriculum, schools, teacher training, and local community integration.

To make educational administration a public utility, Dr. Mohammad Amer Al-Mardini proposed that challenges facing the educational transformation process can be addressed in Syria by restoring damaged schools, reaching education for all members of society, increasing education spending, and committing to financing education.





**Hon. Farah Sheikh
Abdulqadir, Minister of
Education, Culture and
Higher Education, Somalia**

The honorable minister, while greeting the participants and organizers, acknowledged the efforts of ICESCO and the Sultanate of Oman for their keen interest and readiness in preparing for the Third Conference of Education Ministers. He stated, “We reaffirm our keenness and commitment to participating in the conference in Muscat, with the permission of Allah.” He also extended his sincere thanks for organizing the ministerial dialogue, where the member states aim to exchange views on the outcomes of ministerial conference in Oman and form technical committees to translate them into reality.

“In the Federal Republic of Somalia, amidst the challenging circumstances faced by our country and the region at large, we have restructured the educational system, reviewed legislation and regulations governing the educational process, and devised a three-year plan to employ 10,000 teachers, of which we have successfully implemented 7,000. This effort aims to realign the educational process on its correct path, which had deviated for approximately three decades. This development in Somalia occurs alongside combating extremist terrorist groups that manifest violence, a challenge that can only be countered through education. Education serves as the fundamental nurturing ground enabling the younger generation to break free from the cycles of violence, which we find ourselves in. Honorable attendees, this dialogue occurs amidst efforts by Islamic nations to elevate the importance of education and prioritize it in confronting current challenges such as extremist ideologies, organized crime, and the use of all types of drugs. Education also provides greater opportunities for sustainable development, dignified living, and qualitative prosperity for our societies, helping to overcome chronic poverty. I commend and appreciate the efforts of the organization and the Sultanate of Oman for hosting the upcoming conference.”



**Hon. Prof. Moncef Boukthir,
Minister of Higher
Education and Scientific
Research, Tunisia)**

The honorable minister greeted the participants and expressed his gratitude to ICESCO for this initiative. He further mentioned that for the Islamic world, education is a paramount priority.

“As for Tunisia, since independence, education has been the number one priority, and to this day, it remains the highest priority. Thankfully, the results are currently tangible in Tunisia, as our sole wealth is human capital.

I don’t want to take too much of your time, but there is a very important topic. The critical situation our Palestinian brothers are going through requires urgent attention. I would like, if you permit, that in this meeting we take very significant measures for the benefit of our proud people in Palestine who are facing extermination. The destruction has touched everything, especially the educational infrastructure, which we believe is a systematic process.

Therefore, it is incumbent upon us—if you allow me to use this term—to fulfill our duty towards the proud Palestinian people.»



**Mr. Mohamed Melainine
Ould Eyih Minister of
Education, Mauritania**

The honorable minister began his statement by extending his thoughts for Palestine, calling member states to support children and youth of Palestine who are suffering from war.

“I would like to express my thoughts for our Palestinian brothers and sisters. What are we, the Muslim world, doing for these Palestinian youth who have no schools and are traumatized? I propose that before the meeting in Oman, we, the Ministers of Education, create a clear strategy for the children and youth of Palestine. How are we going to support these young

people? How can we, through education, help them? It is essential for the Muslim world to have a clear strategy concerning these youth. They are our human capital, and we need to reflect on this. I believe we should have an initiative by then.

Mauritania, like almost all countries, has an educational system developed since 2019 with the advent of His Excellency the President of the Republic, Mr. Mohamed El Cheikh Ghazouani, President of the African Union. This reform was based on various workshops across all regions of the country and concluded with a national consultation. From this consultation, we developed an orientation law on the educational system. To be brief, just recently in 2023, we reviewed our system concerning SDG 4, to which Mauritania is a signatory, and the objectives for 2030 and 2033. It emerged from this review that progress is very slow compared to the set goals.

We identified several issues and constraints related to this. Firstly, at the regional level, there is a disparity in preschool education. People tend to prefer Quranic schools over preschools. Secondly, there is a lack of infrastructure in the regions, which leads to educational distractions for the youth. We also noted that there is significant progress concerning girls' education at various levels. For instance, in secondary education, we have a high percentage of girls, but in the second cycle, the rate drops. This decline is linked to our societal structure and the lack of immediate centralization.

The immediate measures taken include ensuring equity and inclusion. We have created programs in impoverished areas for young students. We have provided assurances to their parents so they can integrate their children into the education system. Additionally, we have decentralized our universities to allow girls to access education and have decentralized vocational training schools.

I propose that for the meeting in Oman, each country sends at least a summary of their educational reforms, the outcomes, and the constraints they faced so we can better develop our discussions in Oman."



**Professor Amal Jamil Fatani,
The Cultural Attaché of
Kingdom of Saudi Arabia
in London (on behalf of
H.E. Youssef Al-Banyan,
Minister of Education, KSA)**

The representative of Kingdom of Saudi Arabia (KSA) greeted the participants and organizers and mentioned that the ICESCO Education Ministers Conference in Oman is a timely gathering of education ministers, in order to deliberate progress on the important emerging trends in education.

"We are looking at it from the building blocks. We are looking at lifelong learning from early childhood until you go into K-12, until you go into community colleges, until you go into education in higher degrees. We are looking at support, global support, our support. How do we actually achieve the SDGs? How do we achieve what is said in every single event we cannot talk about education on aside note? Each country has its own problems. Each country has its own challenges. Some of them are man-made and they are crises that we brought upon ourselves or people have brought upon us. Some of them are natural and have been sent to us on different calamities that happened to us. But one thing unites us all, we have a heart and we have children and these children need to be educated and their education today is going to impact their future tomorrow because what we were educated in our days is what is helping build the cities, the countries, the collaborations.

We are talking about technologies, whether it's Artificial Intelligence (AI), whether it's just a simple tab that people can work on and study in a rural area. You are talking about innovation from a simple thing that will make your life easier to a more complicated, complex model that is at a global level. How do we make sure that we don't leave anybody behind? It's about fostering leadership, it's about promoting literacy, it's about building capacity, it's supporting innovation at whatever level it is.



But more importantly, how do we work together on putting a foundation for policy? A policy that connects everybody that takes inclusion into account and not exclusivity, but inclusivity for everyone from the special needs to people who really need it, to people who want it but cannot reach it. This is our role today.”

Mr. Manea Al-Manea, the Cultural Attaché at the Embassy of Bahrain in the United Kingdom

The representative of Bahrain conveyed greetings of His Excellency Dr. Mohammed bin Mubarak Juma, Minister of Education. He also extended his gratitude to the organization for their kind invitation to participate in the important dialogue, which touches upon a fundamental aspect, namely the transformation of education.

“We live in a fast-paced and ever-changing world, and the challenges facing education are numerous and evolving. Therefore, we emphasize several key points, foremost among them being the unification of efforts, the exchange of experiences, the addressing of challenges, the seizing of available opportunities, and the reduction of gaps to achieve our desired goals.

In conclusion, we wish our colleagues in the Sultanate of Oman every success in hosting the third conference.

Peace be upon you, and the mercy and blessings of Allah.”



Recommendations and Way Forward:

The following recommendations were derived from the discussions at the 1st edition of the High-Level Ministerial Dialogue in London. The members held a wide-ranging discussion, and all such recommendations have been summarized as below:

- i. It is pivotal for respective national governments to ensure political resolve, backing, continuity and priority to educational policies without any hindrance through continued political, technical, and expert consultation and follow-up in line with the national and global plans outlined under SDG-4;
- ii. The participants of the dialogue endorsed the theme of 3rd ICESCO Education Ministers Conference, together with its four sub-themes (plenary sessions), including Transformation of Education, Digitization & AI, Greening Education and Education in Emergencies & Crises. It was also suggested to include the value of spirituality while highlighting the importance of various educational topics in line with Islamic identity and perspective for its firmness;
- iii. The dialogue recommended for the 3rd ICESCO Education Ministers Conference in Oman to send a message of having educational practices that promote education for sustainable development, dignified living and qualitative prosperity, and also address the challenges of extremist ideologies, organized crime and use of drugs;
- iv. The dialogue acknowledged ICESCO's role in accelerating the knowledge exchange agenda by facilitating the showcasing of the successful educational transformation model KwaraLEARN by a member state, Nigeria. The participants, while appreciating the timely organized dialogue, emphasized having it on regular basis in London on the sidelines of other important events organized in the city, since it provides an opportunity to brainstorm on various issues related to education within the member states.
- v. The dialogue, while applauding the technological advancements, recommended for careful use of Artificial Intelligence in the Islamic World and tailoring it to adhere to the civilizational, cultural and historic values that are important to be inculcated in the children of the future;
- vi. The countries within Islamic world require strong coordination and mechanism to ensure proper exchange of knowledge and best practices through best possible means of virtual, in-person and publications-based communication. The dialogue urged for increased educational, cultural, scientific and exposure exchange programs among all 53 member states;
- vii. The mechanism for the collection, reporting and updating of education-related data, important indicators, and outcomes of different quality standards among the Islamic countries requires special attention and for the member states to support ICESCO in doing so. The members of the dialogue, while appreciating the TES analysis study carried out by ICESCO, called for having a consolidated database for education in ICESCO member states;
- viii. The members of the dialogue, while highlighting the importance of climate change, strongly recommended for increased coordination and activities related to Greening Education, in order to provide regular class awareness to children on the critical subject of climate change;
- ix. The dialogue emphasized the importance of adopting structural pedagogical practices aiming towards systemic change in educational content and methods delivered





through comprehensive coordinated programs that focus on teaching and learning. It urged the member states to coordinate and exchange better approaches in this regard;

- x.** The members of the dialogue recommended establishing a comprehensive quality assessment regime for member states with a special focus on formative assessment, since it is important to have a reliable framework for assessing the performance of students and learning outcomes;
- xi.** In order to respond to the sufferings of children affected by conflicts, crises and natural disasters, it was resolved for having a unified mechanism of response in terms of technical and financial resources enabling for reaching out to such vulnerable groups of children for their trauma management, learning within crises and post-crisis catch-up;
- xii.** The members recommended for devising policies related to hurdles caused by financial issues since more finances were required to rebuild education systems and challenges concerning low literacy rates. It urged for special focus on low-performing learners and to help and support member states with low learning outcomes.

Outcome:

The High-Level Ministerial Dialogue (HLMD) of ICESCO Education Ministers was the first of its kind in London. It carried special importance since all the participating ministers attended the recently concluded three-day Education World Forum in London. The dialogue had the following potential outcomes:

- i. A momentous opportunity provided by ICESCO for Education Ministers and high-level delegations from ICESCO member states to gather in London under the auspices of ICESCO to discuss and exchange various important issues related to education within the member states. It not only provided an opportunity for ICESCO to present its achievements/flagship programs in member states and future orientation but also a pre-consultative session for the upcoming 3rd ICESCO Education Ministers Conference to take place in the Sultanate of Oman;
- ii. The dialogue, which was also attended by the Deputy Minister of the Sultanate of Oman, served as a consultative gathering to deliberate on the theme, guidance and possible intake on the Muscat declaration for the upcoming 3rd ICESCO Education Ministers Conference to be held in the Sultanate of Oman (2-3 Oct, 2024). The recommendations documented shall be taken into consideration for drafting the Muscat declaration;
- iii. The showcasing of the best practice KwaraLEARN program on the educational transformation journey in one of the Nigerian states is a manifestation of ICESCO's greater role in facilitating knowledge exchange, which was appreciated by the participating ministers, especially the Honorable Minister of Education from Gambia;
- iv. The ICESCO High-Level Ministerial Dialogue (HLMD) will become a regular activity in London, and it was announced that the 2nd edition of HLMD will take place in London during the month of May 2025;
- v. The 2nd edition (May 2025) of ICESCO HLMD in London will provide a recap of the 3rd ICESCO Education Ministers Conference in Oman (2-3 Oct, 2024) and activities around Greening Education during COP29 (18th Nov, 2024);







      
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