



INCLUSIVE EDUCATION IN THE COVID-19 ERA - OPPORTUNITIES AND CHALLENGES FOR THE STATE OF KUWAIT

Webinar Report
7 September 2020

BACKGROUND, AGENDA AND SPEAKERS



Inclusive Education in the Covid19- Era

Opportunities and Challenges for the State of Kuwait

On the 75th anniversary of the creation of the United Nations, the UN Resident Coordinator's Office in Kuwait, the UNESCO Office for the Gulf States and Yemen, and UNICEF Gulf Area Office in Kuwait, invite you to participate in a discussion on the meaning and promise of inclusive education in the Covid-19 era.


CONTEXT

This year's Global Education Monitoring (GEM) Report addresses the theme of inclusion in education. In light of the spread of Covid-19 – which has highlighted, and indeed exacerbated, existing inequalities facing many learners around the world – the information presented in the 2020 GEM Report could not be more timely and relevant. Globally, education decision-makers and stakeholders are coming to terms with the myriad challenges confronting their systems and learners, and grappling with the question of how to take advantage of the opportunity to 'build back better'.

In Kuwait, as in many countries around the world, the closures of schools, colleges and universities vividly illustrated the growing digital divide through stark disparities in access to technology and connectivity for students and educators alike. Households with no or limited internet connectivity, and no or only one computer, struggled to ensure learning continued at home especially if those families included more than one school-aged child. Children and youth with learning difficulties or disabilities continue to confront additional challenges presented by remote learning modalities, as have those whose parents have limited ICT literacy and skills. Because inequalities and vulnerabilities are intersectional – meaning that they are often correlated and have compounding effects on each other – it is incumbent upon decision-makers and stakeholders to take a holistic approach to their resolution.

What policies, practices, training, and support can be put in place to bridge this gap? What measures can mitigate the impact of Covid-19, avoiding this gap to be widened? How to prepare for school reopening, amid the challenges of increased inequalities in the access to quality education? What steps must be taken by the State of Kuwait to guarantee the inclusion of such marginalized learners? How can education partners and stakeholders help to ensure all learners have access to quality and inclusive education?

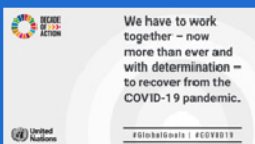
The UN75 Talk on Education aims to unpack the above challenges and issues, take stock of the current education situation in Kuwait and, with support of education partners and stakeholders, identify opportunities and map out recommendations to address them. In doing so, this Talk will draw lessons and build upon and insights and perspectives from speakers and panelists, as well as other participants with a view to helping the State of Kuwait develop and/or enhance its ongoing response to education disruptions.

 **Webinar – v September 2020**
11,30 - 10,00 am Kuwait time

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Webinar – 7 September 2020
11:30 – 1:00 am Kuwait time

OBJECTIVES

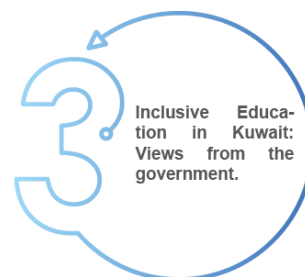
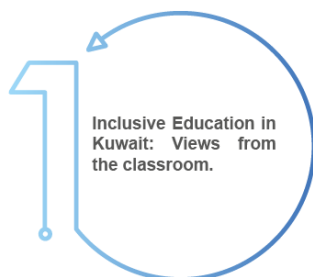
This United Nations Talk series is an opportunity for participatory consultation between stakeholders in public and private education, civil society, government and non-government organisations, for the objectives of:

- 1 Taking stock of the impact of Covid-19 school closures on progress towards Sustainable Development Goal 4.
- 2 Identifying the particular challenges facing Kuwait in relation to ensuring inclusive education in remote learning scenarios, in both public and private K-12 systems.
- 3 Reinforcing and reprioritising the principles of inclusive education during and after disruptions Covid-19 disruptions.
- 4 (In the final session) Eliciting a commitment of actionable initiatives from the Ministry of Education in response to challenges brought about by COVID-19 and to address issues of quality and inclusion as laid out in the GEM Report 2020; and for the Ministry of Education to adopt **the following Commitment Statement:**



In light of the unparalleled disruption to education caused by Covid19-, and with the understanding that the crisis has been felt more keenly by vulnerable and disadvantaged learners, the participants of this UN75 Talk commit to proactively addressing all forms of exclusion, marginalization and discrimination to ensure all learners have access to, and participate in, quality education in the State of Kuwait. All participants acknowledge that quality education is a human right, regardless of a person's citizenship or residency status, socio-economic circumstances, disability status, geographical remoteness, ethnicity, language, incarceration status, gender, or religion. Today, the Ministry of Education reaffirms its commitment to supporting the reopening of government and non-government schools and higher education institutions in alignment with the guidelines elaborated in the Global Framework for School Reopening; to continue to improve the quality and inclusivity of remote learning systems, pedagogy, and materials for government and non-government school sectors; and to continue to expand and enhance professional capacity building opportunities related to inclusive education for government and non-government school teachers, principals, administrators and technical ministry staff.

The UN in Kuwait will have a series of webinars to engage and better understand the challenges and opportunities in the education sector to move forward towards meaningful actions and commitments.



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SPEAKERS



Dr. Tarek El Sheikh
Representative of the UN Secretary-General
& Resident Coordinator to State of Kuwait



Dr. Misha'al A. Alshaheen Alrubaie
Deputy Minister of State for Youth Affairs



Mr. Ousama Al-Sultan
Assistant Undersecretary of Ministry of Education



Dr. Anna Paolini
UNESCO Representative in the Arab States
of the Gulf Director UNESCO Doha Office



Mr. Eltayeb Adam
UNICEF Resident Representative,
Gulf Area Office



Mrs. Amal Al Sayer
Founder and Chair of
Kuwait Association for Learning Differences



Ms. Hana Yoshimoto
Chief of Education, UNESCO Regional Bureau
of Education in the Arab States



Ms. Tatjana Colin
Head, Early Childhood Development Programs,
UNICEF Gulf Area Office in Kuwait

MODERATORS

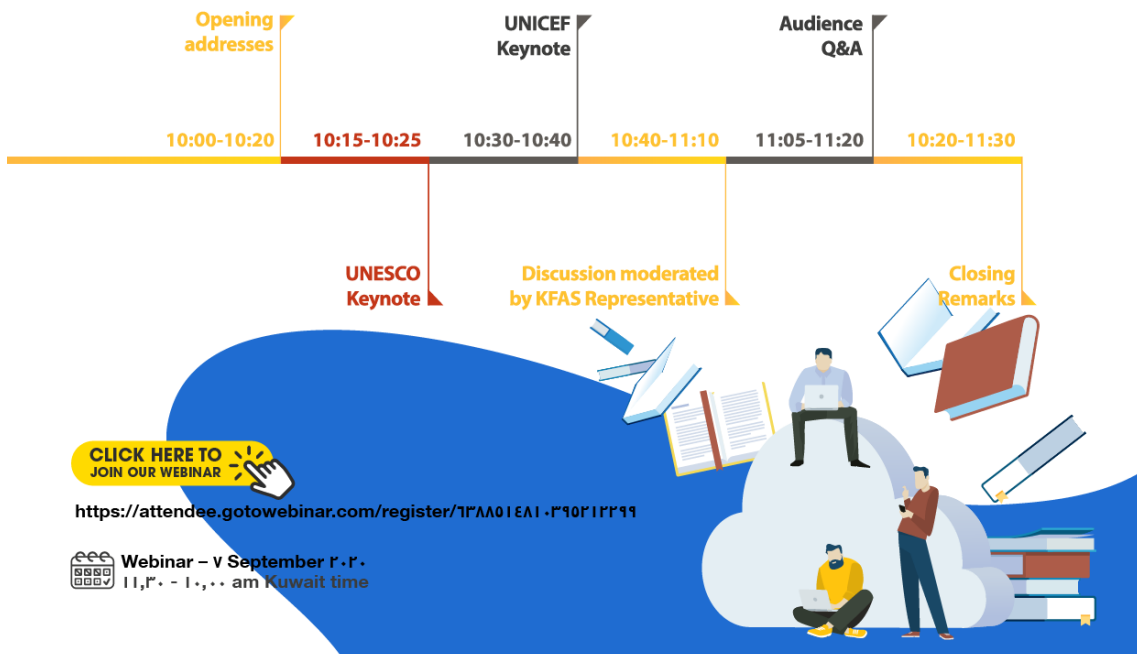


Dr. Ziad H. Najem
CEO of KFAS Academy
Moderator



Ms. Regina Orvañanos
Acting Head of Resident Coordinator Office
Webinar moderator

AGENDA



BACKGROUND

The UN 75 Talk on Education was held on the 75th anniversary of the creation of the United Nations and by the UN Resident Coordinator's Office in Kuwait, the UNESCO Office for the Gulf States and Yemen, and UNICEF Gulf Area Office in Kuwait.

This UN75 Talk on Education series is an opportunity for participatory consultation between stakeholders in public and private education, civil society, government and non-government organisations to engage and better understand the challenges and opportunities in the education sector to move forward towards meaningful actions and commitments. While recognizing the particular challenge facing boys in the K-12 systems, this UN75 Talk aims to proactively address all forms of exclusion, marginalization and discrimination to ensure all learners have access to, and participate in, quality education in the State of Kuwait.

SUMMARY OF EVENT

In Kuwait, as in many countries around the world, the closures of schools, colleges and universities highlighted the growing digital divide through stark disparities in access to technology and connectivity for students and educators alike. Households with no or limited internet connectivity, and no or only one computer, struggled to ensure learning continued at home especially if those families included more than one school-aged child.

The UN75 Talk on Education took stock of the current education situation in Kuwait and, with support of education partners and stakeholders, identified opportunities and map out recommendations to address them. This Talk also drew lessons, insights and perspectives from speakers and panellists, as well as other participants with a view to helping the State of Kuwait develop and/or enhance its ongoing response to education disruptions.

DISCUSSION POINTS



DR. TAREK EL-SHEIKH

**REPRESENTATIVE OF UN SECRETARY GENERAL AND RESIDENT
COORDINATOR, STATE OF KUWAIT**

-This webinar aims to talk stock of the impact of Covid-19 school closures on progress towards Sustainable Development Goal 4, to identify the particular challenges facing Kuwait in relation to ensuring inclusive education in remote learning scenarios, in both public and private K-12 systems and to reinforce and reprioritise the principles of inclusive education during and after disruptions Covid-19 disruptions.

-This webinar coincided with the first celebration of the International Day to Protect Education from Attack (September 9) in addition to the International Literacy Day (September 8).

-Education is a key component of the UN's Sustainable Development Goals and the 2030 Agenda.

-Inequality in access to education has been exacerbated in the COVID pandemic - 1.5 billion students were affected.

-The 2030 Agenda which is inspired by humanistic vision of education and development based on human right, dignity, social justice, inclusion and protection.

-Education is a fundamental human rights – guarantees to realize other rights.

-Access equity and inclusion are our core value of the 2030 Agenda.

-Kuwait: We all require different sets of changes – e.g. system, framework, curriculum, teacher's and parents' engagement.

-Innovation is a key to make changes –new governance and leadership are important.

Institutional changes

ICT is important as an educational game-changer.

Children with challenges and disabilities should not be excluded and we need to work together to ensure fair and equal access to education for all.



MR. OUSAMA AL-SULTAN

ASSISTANT UNDERSECRETARY OF MINISTRY OF EDUCATION

-No doubt the COVID 19 has affected the whole world, including Kuwait and the education sector, ill be talking about Kuwait experience and the role of moe and what procedure it has taken during the pandemic, and what we aim for the future

-we focus on the two aspects the educational and the health, as they both depend on one other.

-MoE has begun the experience on the 12-grade students since Aug and is still ongoing, til September 17 to complete the whole term

-Its been a new challenge and a unique experience for the whole world.

-The most challenging thing was how to get 40.000 students of the 12-grader from both private and public schools and gather them under one umbrella at the same time.

-In the 5th week, for the first time during online learning, the attendance has been 99%, online analysis, which was not expected.

-All schools are scheduled to resume on October 4 for all grades from kindergarten 0-12 graders.

-People questioned the kindergarten online teaching; a plan has been made with the help of the E-learning committee that it will be an asynchronous class, besides pre-recorded lessons that will also be broadcasted on the Kuwaiti tv. to support with the learning process.

-The E-learning committee announced that all classes would

be conducted online for all students in fourth grade and higher under the e-learning schedule.

-Some challenges facing students and families with more than one child could be an issue in other countries but not Kuwait, as most families here can purchase the equipment. However, to solve the issue for some families who are not able to provide the needed tools for all their children, assigned schools for both females and males are dedicated to providing the students with the required space and tools while taking precautions measures. Those schools will provide the necessary tools to ensure the continuity of a successful learning process.

-In general education, there are three segments for integrated students, students with learning difficulties, and students who are slow learners, and also down syndrome students who are integrated into kindergarten to elementary school grade 5.

-They prescribe special online programs; extra classes will be provided to them.

-Online learning, no matter how developed, is still not fulfilling entirely, no matter how hard we try.

-Students and teachers need special psychological care to help them to adapt to this new norm and situation.



DR. MISHA'AL A. ALSHAHEEN ALRUBAIE
DEPUTY MINISTER OF STATE FOR YOUTH AFFAIRS

-Role of the Ministry of State for Youth Affairs (MoSYA) in Education: implementing the National Youth Policy which has a number of programs with 36 objectives in outcome and pillars of: Education and Innovation, Employment and entrepreneurship, Participation and volunteering, Safety and Security, Society and Cultures.

-Goal of education is creating global citizens.

-For education, not only teachers but also all stakeholders including private entities should work together.

-Experience of MoSYA in the COVID-19:

-They could adapt to the change due to the COVID quickly and launched their first STEM (Science, Technology, Engineering, and Math) for children 6-18 which provides sort of curriculum in February 2020.

-New style and Technology of learning were developed in the pandemic period in Kuwait.



DR. ANNA PAOLINI

**DIRECTOR OF UNESCO OFFICE IN DOHA AND REPRESENTATIVE TO
THE ARAB STATES OF THE GULF AND YEMEN**

-The Global Education Monitoring (GEM) 2020 Report on Inclusion and Education highlights that the pandemic has further exacerbated existing inequalities facing many learners around the world.

-The disruption of learning of over 1.5 billion students in more than 180 countries has shown that no country was prepared to face all the challenges arising from the interruption of learning caused by school closures.

-Kuwait: the closures of schools, colleges and universities vividly illustrated the growing digital divide through stark disparities in access to technology and connectivity for students and educators alike.

-Households with no or limited internet connectivity, and no or only one computer, struggled to ensure learning continued at home especially if those families included more than one school-aged child.

-Children and youth with learning difficulties or disabilities continue to confront additional challenges presented by remote learning modalities, as have those whose parents have limited ICT literacy and skill

-We need to create more resilient education system considering the lesson learned in the past six months.

-For school reopening, institutionalization of the management with education sector, teachers preparation, capacity of all stakeholders to support remote learning are key issues.

-Investment in two pillars of children's future and education, parents and educators, is also important.

-The COVID crisis called for a holistic and inclusive response – intersectoral collaboration is needed.

«How to transform the challenges in the pandemic into real opportunities for all», and «How to reinforce and reprioritize the principle of quality and inclusive education» are other issues to be considered.

-Inclusiveness – not only children and youth with special abilities, but also children and youth of specific area, with a different language, who are part of minority, with background of refugee or migrant workers.

-We need to set an actionable initiative with all stakeholders to help MoE to respond to this unprecedented challenges to assure quality and inclusion.



MR. ELTAYEB ADAM

UNICEF REPRESENTATIVE IN THE GULF AREA

-Stress for children in COVID: long lockdowns that prevented them from playing with their friends, going to school, seeing their extended family members, disruptive life events, like increased frictions at home, bereavement due to losing family members to COVID, their parents' despair due to loss of income and ability to properly protect and care for their families.

-The Kuwait government quickly delineated and implemented remote learning and where almost everyone possesses technologies required for it, still many children experienced learning loss, due to the share gage of disruption around them.

Recent UNICEF/UNESCO/World BANK survey (June/July 2020) highlighted that:

-Even in most developed countries with well-organized remote learning, large portions of children still experienced learning loss due to teachers' skills gaps or a lack of parental support. Traditional education does not foresee or require teacher's expertise in online instruction delivery.

-Traditional family arrangements do not foresee or require parent's engagement at the level needed for remote instruction delivery.

-Many countries in the world, like Kuwait, invested admirable efforts, resources and leadership to continue education during lockdowns. More than 463 million students globally remained cut off from education, mainly due to a lack of remote learning opportunities or lack of equipment needed for learning at home.

-Even in countries with clear remote learning policies and good practices where majority did have access to necessary technology at home, many children experienced significant learning loss due to teachers' skills gaps or a lack of parental support.

Only 60 per cent of them provided this type of practices for the pre-primary education - this might leave significant, long-term negative effects, as early education is absolutely vital (every 1 dollar invested in increased enrolment in pre-primary education returns 9 dollars in benefits to society in the form of reduced grade-repetition and dropouts in primary and secondary school, as well as increased lifetime earnings for those children).

The considerations when deciding on how to proceed in the future:

1. We need to make sure all children do return and re-engage with learning - this might require innovative efforts.

2. Once children are back, we need to ensure opportunities for catchup- this may require adjusting the program for the coming school year, introducing individual education plans for children that need it the most, but surely it means do things differently than before.

3. COVID19 also provides us with a one-time opportunity to cease it to transform education systems and make them for all children.

4. It is important to ensure teachers are not left behind - teachers are at the heart of any education transformation, whether technology is used or not.



MS. HANA YOSHIMOTO

**CHIEF OF EDUCATION, UNESCO REGIONAL BUREAU OF EDUCATION
IN THE ARAB STATES**

Inclusion and education: All means all

-Learner diversity is a strength to be celebrated – ‘Inclusion’ as process that embraces diversity and builds a sense of belonging to achieve social cohesion.

-Every society needs to own up to their mechanism that exclude.

-Identity, background and ability still dictate education opportunities – e.g. poverty, LGBTI, mother tongue, refugee, and children with disability.

-Inequalities fed into the Covid-19 education crisis (including Kuwait):

**-40% of poor countries did not target learners at risk in their education response;
-Prolonged closures may increase likelihood of dropout especially for students with multiple vulnerabilities.**

Target financing to those left behind:

**-COVID-19 risks setting aid to education back by up to six years;
-COVID-19 related costs increase the annual finance gap for SDG 4 by a third, but acting now with urgent remedial programmes can reduce the costs by 75%.**

Education outcomes in Kuwait – High at HDI and Global Competitiveness, but Low at International Assessment and The Global Gender Gap. *Girls are doing better at HDI and International Assessment.

Inclusive Education in Kuwait:

**-Disability and Gifted student: in Kuwaiti national priorities;
-Inclusive Education, Gender and M&E: No specific definition, laws/policies, and report respectively;
-Ethnic and linguistic groups: Foreign children who speak Arabic may be admitted to the country’s schools only after five years’ residence;
-Teachers: established training courses for all staff of public schools on disability and needs identification and on the provision of individualized support.**

Recommendations:

- 1. Share expertise and resources;**
- 2. Engage in meaningful consultation;**
- 3. Ensure cooperation across government departments, sectors and tiers;**
- 4. Make space for non-government actors to challenge and fill gaps;**
- 5. Apply universal design to fulfil each learner’s potential;**
- 6. All teachers should be prepared to teach all students;**
- 7. Collect data on and for inclusion with attention and respect.**



MS. TATJANA COLIN

HEAD, EARLY CHILDHOOD DEVELOPMENT PROGRAMS, UNICEF
GULF AREA OFFICE IN KUWAIT

Education and COVID: Building Back Better

In MENA:

- Almost 110 million learners affected.
- Five main risks of school closures: Lost learning, Physical and mental well-being, Drop out, Education quality, and Education financing.

Lessons learned:

- Multiple solutions are required to reach ALL;
- Re-adjusting the system – Importance of life skills (self-management, creativity) and digital skills, Flexibility, and Facilitation of the learning process.

How can we build back better?– Safe operations, Learning, Including the most marginalized, and Wellbeing and protection (“Global framework for Re-opening Schools).

- Blended/hybrid learning: A combination of remote and in-school learning, with possible digital engagement.
- Support for teachers is crucial.
- Learning recovery can mitigate against learning loss during school closure and prevent future increases in student dropout.
- Investment in ECD, particularly ECE, is the key.




MRS. AMAL AL SAYER


FOUNDER AND CHAIR OF KUWAITI ASSOCIATION FOR LEARNING
DIFFERENCES

- Challenges in education have been existing in Kuwait even before COVID crisis.
- Digital transformation affected all institutions in the country, but we need to take advantage of it.
- More collaborations among all stakeholders is needed in this COVID crisis.
- Investment in researches and studies are important.
- Psychological impact of closure of school is observed as a problem with children – KALD developed a questionnaire to assess psychological impact of this pandemic in collaboration with some institutions.
- KALD initiatives: a rehabilitation centre for people with disabilities, remote learning for children with special needs, campaign on integration of people with disabilities, and training for teachers on children with special needs.


المتحدثون




د. طارق الشيخ
ممثل الأمين العام للأمم المتحدة
المنسق المعين لدى دولة الكويت




د. مشعل أحمد الشاهين الربيع
وكيل وزارة الدولة لشؤون الشباب




السيد أسامة السلطان
الوكيل المساعد في وزارة التربية




د. آنا باوليني
مديرة مكتب اليونسكو لدول الخليج واليمن
والممثل الإقليمي




السيد الطيب آدم
ممثل اليونيسيف في منطقة الخليج



السيدة آمال السباير
مؤسسة ورئيسة الجمعية الكويتية للتكاملات التعلم




السيدة هانا يوشيموتو
رئيس قسم التعليم،
مكتب اليونسكو الإقليمي للتعليم في الدول العربية




السيدة تاتيانا كولن
رئيسة مكتب منظمة الأمم المتحدة للطفولة بالكويت

المشرفون



د. زياد حسين محمود نجم
المدير التنفيذي للأاديمية للتعليم العالمي



السيدة ريجينا أوفانوس
رئيسة المكتب العالمية، مسؤولة تنسيق التنمية،
مكتب المنسق المعين للأمم المتحدة بدولة الكويت

البرنامج

كلمات الافتتاح	كلمة اليونيسيف الرئيسية	فقرة أسئلة وأجوبة للجمهور	كلمة الختام
10:00-10:20	10:15-10:25	10:30-10:40	10:20-11:30

الكلمة الرئيسية لليونسكو


النقاش تديره أكاديمية التقدم العلمي

كلمة الختام

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اللاثنين ٧ سبتمبر ٢٠٢٠ - ندوة افتراضية
١٠:٠٠ - ١١:٣٠ صباحاً بتوقيت الكويت



التعليم الشامل في ظل جائحة كوفيد-19

الفرص والتحديات في دولة الكويت

في الذكرى الخامسة والسبعين لتأسيس الأمم المتحدة، يدعوكم مكتب المنسق المقيم للأمم المتحدة في دولة الكويت بالتعاون مع مكتب اليونسكو لدول الخليج واليمن ومنظمة اليونيسيف في الخليج للمشاركة في حوار حول ماهية ومستقبل التعليم الشامل في ظل جائحة كوفيد-19.

يتناول التقرير العالمي لرصد التعليم (GEM) لهذا العام موضوع شمولية التعليم، في ضوء انتشار كوفيد-19 (الذي سلط الضوء على الاختلالات الحالية التي تواجه العديد من المتعلمين في جميع أنحاء العالم والذي أدى إلى تفاقم هذه الاختلالات بالفعل)، يمكن القول أنّ المعلومات المقدمة في التقرير العالمي لرصد التعليم لعام 2020 جاءت في وقت وسياق مناسبين، على الصعيد العالمي، يعمل صناع القرار والجهات المعنية في مجال التعليم على التكيف مع التحديات العديدة التي تواجه أنظمتهم وتواجه المتعلمين، ويسعون جادين للتعامل مع مسألة كيفية الاستفادة من الفرصة "لإعادة البناء بشكل أفضل".

وحال الكويت هو كحال العديد من البلدان حول العالم، فنتيجة لإغلاق المدارس والكلية والجامعات تبين لنا بوضوح الفجوة الرقمية المتزايدة من خلال التباينات الصارخة في الوصول إلى التكنولوجيا والاتصال بين الطلاب والمدرسين على حد سواء. تكافح الأسر التي ليس لديها اتصال بالإنترنت أو لديها اتصال محدود بالإنترنت، ولا يوجد بها جهاز كمبيوتر أو لديها جهاز كمبيوتر واحد فقط، لضمان استمرار التعلم في المنزل خاصة إذا كانت هذه الأسر تضم أكثر من طفل واحد في سن المدرسة. يواجه الأطفال والشباب الذين يعانون من صعوبات التعلم أو الإعاقات تحديات إضافية تفرضها طرائق التعلم عن بعد، والحال نفسه بالنسبة للأطفال الذين يمتلكون أبائهم معرفة ومهارات محدودة في مجال تكنولوجيا المعلومات والاتصالات. نظرًا لأنّ التفاوتات ونقاط الضعف متقاطعة - بمعنى أنها غالبًا ما تكون مرتبطة ببعضها البعض ولها آثار متراكمة على بعضها البعض - فإنه يتعين على صانعي القرار والجهات المعنية اتباع نهج شامل لحلها.

ما هي السياسات والممارسات والتدريب ووسائل الدعم التي يمكن تطبيقها لسد هذه الفجوة؟ ما هي التدابير التي يمكن أن تخفف من تأثير كوفيد-19 وتحدّ من اتساع هذه الفجوة؟ كيف نستعد لإعادة فتح المدرسة وسط التحديات القائمة على عدم المساواة في الحصول على تعليم جيد؟ ما هي الخطوات التي يجب على دولة الكويت اتخاذها لضمان استيعاب هؤلاء المتعلمين المهمشين؟ كيف يمكن لشركاء التعليم والجهات المعنية المساعدة في ضمان حصول جميع المتعلمين على تعليم جيد وشامل؟

يهدف حوار الذكرى 70 حول التعليم إلى التحدث عن التحديات والقضايا المذكورة أعلاه وتقييم الوضع التعليمي الحالي في الكويت وتحديد الفرص ووضع توصيات لمعالجتها بدعم من شركاء التعليم والجهات المعنية. من خلال القيام بذلك، سيسعى هذا الحوار إلى استخلاص الدروس والاستفادة من الرؤى ووجهات النظر التي يدلي بها المتحدثون وأعضاء فريق المناقشة والمشاركون الآخرون والبناء عليها، بهدف مساعدة دولة الكويت على تطوير و / أو تعزيز استجابتها المستمرة لاضطرابات التعليم.

الأيام 7 سبتمبر 2020 - ندوة افتراضية
11,200 - 10,000 صباحاً بتوقيت الكويت

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for every child

2020 AND BEYOND

**HAVE YOUR SAY,
TAKE THE SURVEY!**

Webinar – 7 September 2020
10.00 - 11.30 am Kuwait time

الأهداف

تُعَدّ سلسلة الحوارات هذه التي تجريها الأمم المتحدة فرصةً للتشاور التشاركي بين الجهات المعنية في التعليم العام والخاص والمجتمع المدني والمنظمات الحكومية وغير الحكومية، لتحقيق الأهداف التالية:

- 1 تقييم تأثير إغلاق المدارس في ظلّ كوفيد-19 على التقدم نحو الهدف 4 من أهداف التنمية المستدامة.
- 2 تحديد التحديات الخاصة التي تواجه الكويت فيما يتعلق بضمان التعليم الشامل في سيناريوهات التعلم عن بعد في أنظمة المراحل التعليمية من رياض الأطفال إلى الصف الثاني عشر العامة والخاصة.
- 3 تعزيز وإعادة ترتيب أولويات مبادئ التعليم الشامل أثناء وبعد الاضطرابات الناجمة عن تفشي فيروس كوفيد-19.
- 4 (في الجلسة الأخيرة) الحصول على التزام بمبادرات قابلة للتنفيذ من وزارة التعليم استجابةً للتحديات التي أحدثها وباء كوفيد-19 ومعالجة قضايا الجودة والشمول على النحو المنصوص عليه في التقرير العالمي لرصد التعليم 2020؛ وعلى وزارة التعليم اعتماد بيان ينص على الالتزام بالتالي:

في ضوء الاضطراب غير المسبوق الفاصل في التعليم بسبب تفشي كوفيد-19 ونظراً لأن الفئات المعرومة والمستضعفة كانت أكثر تأثراً بهذه الأزمة، يلتزم المشاركون في حوار الذكرى ٧٥ بالتصدي بشكل استباقي لجميع أشكال الإقصاء والتمييز لضمان حصول جميع المتعلمين على التعليم الجيد والمشاركة فيه في دولة الكويت.

يقرّ جميع المشاركين بأن التعليم الجيد هو حق من حقوق الإنسان، بغض النظر عن ينسبة الشفص أو حالة الإقامة أو القروق الاجتماعية والاقتصادية أو حالة الإعاقة أو البعر الجغرافي أو العرق أو اللغة أو حالة السن أو الجنس أو الدين. اليوم، تؤكد وزارة التعليم من جديد التزامها بدعم إعادة فتح المدارس الحكومية وغير الحكومية ومؤسسات التعليم العالي بما يتماشى مع المعايير التوجيهية الواردة في الإطار العالمي لإعادة فتح المدارس؛ ومواصلة تحسين جودة وشمولية أنظمة التعلم عن بعد وطرق التدريس والموارد الخاصة بقطاعات المدارس الحكومية وغير الحكومية؛ والاستمرار في توسيع وتعزيز فرص بناء القدرات المعهنة المتعلقة بالتعليم الشامل لمدري المدارس الحكومية وغير الحكومية ومدري المدارس والإداريين وموظفي الوزارات الفنية.

ستجري الأمم المتحدة في دولة الكويت سلسلة من الندوات عبر الإنترنت للمشاركة وفهم التحديات والفرص بشكل أفضل في قطاع التعليم وذلك للمضي قدماً نحو إجراءات والتزامات هادفة.



UN75 talk webinar

Inclusive Education in the Covid-19 Era

Opportunities and Challenges for the State of Kuwait

On the 75th anniversary of the creation of the United Nations, the UN Resident Coordinator's Office in Kuwait, the UNESCO Office for the Gulf States and Yemen, and UNICEF Gulf Area Office in Kuwait, invite you to participate in a discussion on the meaning and promise of inclusive education in the Covid-19 era.

CONTEXT

This year's Global Education Monitoring (GEM) Report addresses the theme of inclusion in education. In light of the spread of Covid-19 – which has highlighted, and indeed exacerbated, existing inequalities facing many learners around the world – the information presented in the 2020 GEM Report could not be more timely and relevant. Globally, education decision-makers and stakeholders are coming to terms with the myriad challenges confronting their systems and learners, and grappling with the question of how to take advantage of the opportunity to 'build back better'. In Kuwait, as in many countries around the world, the closures of schools, colleges and universities vividly illustrated the growing digital divide through stark disparities in access to technology and connectivity for students and educators alike. Households with no or limited internet connectivity, and no or only one computer, struggled to ensure learning continued at home especially if those families included more than one school-aged child. Children and youth with learning difficulties or disabilities continue to confront additional challenges presented by remote learning modalities, as have those whose parents have limited ICT literacy and skills. Because inequalities and vulnerabilities are intersectional – meaning that they are often correlated and have compounding effects on each other – it is incumbent upon decision-makers and stakeholders to take a holistic approach to their resolution. What policies, practices, training, and support can be put in place to bridge this gap? What measures can mitigate the impact of Covid-19, avoiding this gap to be widened? How to prepare for school reopening, amid the challenges of increased inequalities in the access to quality education? What steps must be taken by the State of Kuwait to guarantee the inclusion of such marginalized learners? How can education partners and stakeholders help to ensure all learners have access to quality and inclusive education?

UN75 LEARN TOGETHER **HAVE YOUR SAY, TAKE THE SURVEY!**

Webinar – 7 September 2020
10.00 - 11.30 am Kuwait time

The UN75 Talk on Education aims to unpack the above challenges and issues, take stock of the current education situation in Kuwait and, with support of education partners and stakeholders, identify opportunities and map out recommendations to address them. In doing so, this Talk will draw lessons and build upon and insights and perspectives from speakers and panelists, as well as other participants with a view to helping the State of Kuwait develop and/or enhance its ongoing response to education disruptions.

OBJECTIVES

This United Nations Talk series is an opportunity for participatory consultation between stakeholders in public and private education, civil society, government and non-government organisations, for the objectives of:

1. Taking stock of the impact of Covid-19 school closures on progress towards Sustainable Development Goal 4.
2. Identifying the particular challenges facing Kuwait in relation to ensuring inclusive education in remote learning scenarios, in both public and private K-12 systems.
3. Reinforcing and reorienting the principles of inclusive education during and after disruptions Covid-19 disruptions.
4. (In the final session) Eliciting a commitment of actionable initiatives from the Ministry of Education in response to challenges brought about by COVID-19 and to address issues of quality and inclusion as laid out in the GEM Report 2020; and for the Ministry of Education to adopt **the following Commitment Statement:**

Commitment Statement:

In light of the unparalleled disruption to education caused by Covid-19, and with the understanding that the crisis has been felt more keenly by vulnerable and disadvantaged learners, the participants of this UN75 Talk commit to proactively addressing all forms of exclusion, marginalization and discrimination to ensure all learners have access to, and participate in, quality education in the State of Kuwait. All participants acknowledge that quality education is a human right, regardless of a person's citizenship or residency status, socio-economic circumstances, disability status, geographical remoteness, ethnicity, language, intersection status, gender, or religion.

Today, the Ministry of Education reaffirms its commitment to supporting the reopening of government and non-government schools and higher education institutions in alignment with the guidelines elaborated in the Global Framework for School Reopening, to continue to improve the quality and inclusivity of remote learning systems, pedagogy, and materials for government and non-government school factors; and to continue to expand and enhance professional capacity building opportunities related to inclusive education for government and non-government school teachers, principals, administrators and technical ministry staff.

<https://attendee.gotowebinar.com/register/6388514610395212299>

Inclusive Education in the Covid-19 Era

Opportunities and Challenges for the State of Kuwait

SPEAKERS

 Dr. Tarek El Sheikh Representative of the UN Secretary-General for the State of Kuwait	 Dr. Mishal A. Alshahen Alrubale Former Minister of Higher Education	 Mr. Ousama Al-Sultan Assistant Deputy Director of Ministry of Education
 Dr. Anna Paolini UNESCO Representative for the Gulf States and Yemen	 Mr. Eltayeb Adam UNICEF Regional Representative for Kuwait	 Mrs. Amal Al Sayer Assistant Director of Learning Objectives
 Ms. Hana Yoshimoto Coordinator of the UN75 Regional Program for Education in the Arab World	 Ms. Tajana Colin Head of the Education Sector Program United Nations Development Program	

MODERATORS

 Dr. Zaid H. Najem UNICEF Representative	 Ms. Regina Orvananos Regional Representative
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AGENDA

Opening addresses 10:00-10:20	UNICEF Keynote 10:30-10:40	Audience Q&A 11:05-11:20
UNESCO Keynote 10:20-10:30	Discussion moderated by KFAQS Representative 10:40-11:10	Closing Remarks 10:20-11:30

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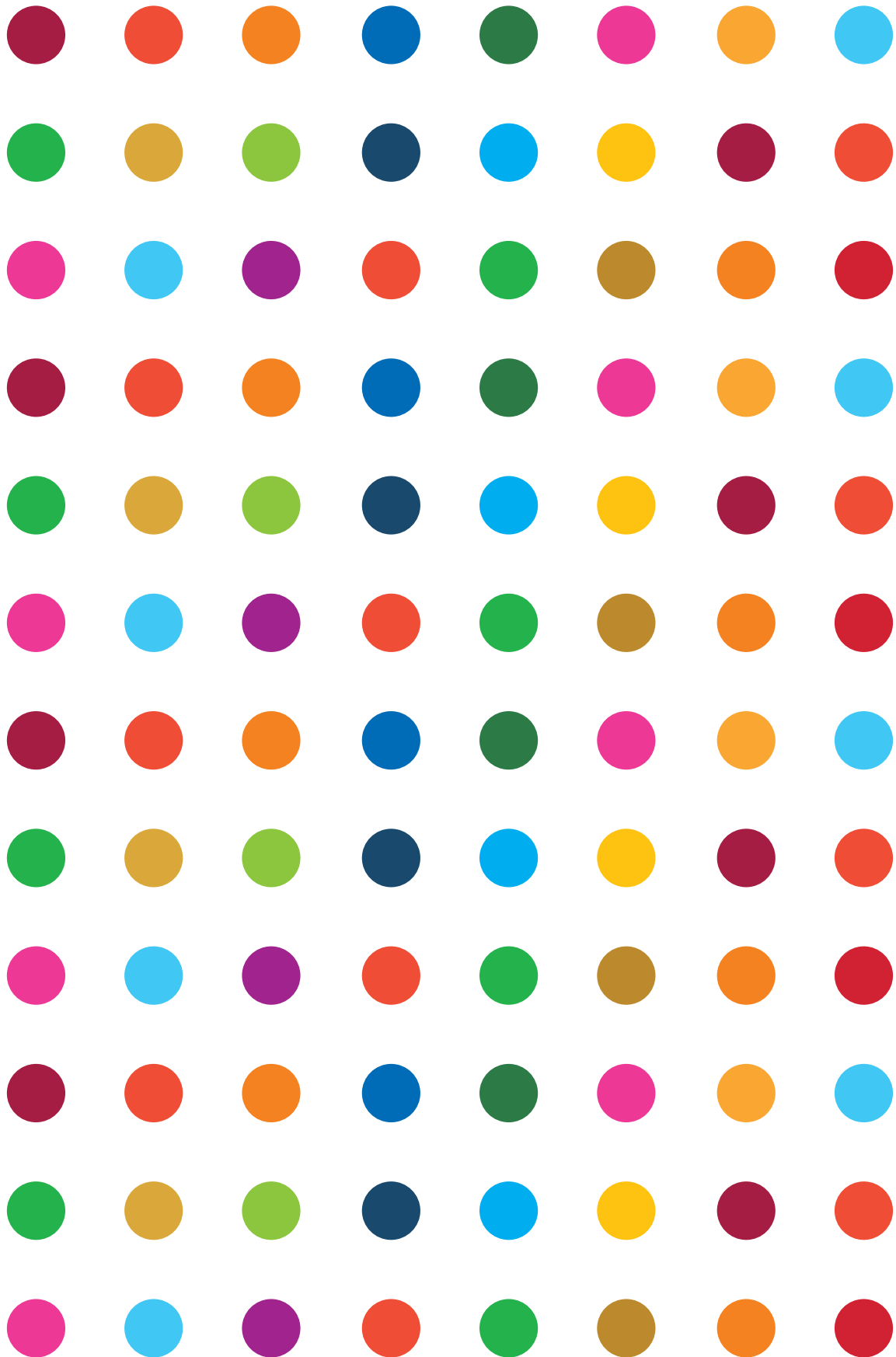
Webinar – 7 September 2020
10.00 - 11.30 am Kuwait time

The UN in Kuwait will have a series of webinars to engage and better understand the challenges and opportunities in the education sector to move forward towards meaningful actions and commitments.

1. Inclusive Education in Kuwait: Views from the classroom.
2. Inclusive Education in Kuwait: Views from civil society.
3. Inclusive Education in Kuwait: Views from the government.

<https://attendee.gotowebinar.com/register/6388514610395212299>

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AUDIENCE Q&A

Q1. ROADMAP OF DIGITAL TRANSFORMATION BY MOE (BY AN AUDIENCE, TEACHER)

- Creating electronic content is a new challenge for teachers.
- It is important to make sure that all educational tools are available at the official entity and educational platform? – that can ensure the quality of education by teachers
- The role of parents and the diversity of categories of beneficiaries are very important to take into account.
- Why not have an online platform for education in Kuwait.
- Will the MoE consider the family's situation regarding space in their residencies and the availability of a suitable learning environment.

Q2. INTERACTION BETWEEN TEACHERS AND STUDENTS AND SELF-LEARNING(BY AN AUDIENCE)

- Using (web) camera can improve the interaction between teachers and students on remote education – MoE needs to rethink its policy of camera use in remote learning.
- It is also important to allow students to interact individually with the educational content more often on their own. (self-learning).
- We have to tackle the question if students are ready and cable of handling online learning, and how to use and search for the info.

Q3. WHAT PROCEDURE WILL CONTINUE TO GO ON EVEN AFTER THE PANDEMIC? (WRITTEN BY AUDIENCE)

AI: Ms. Muna AlAnsari

- Training has started for teachers in Kuwait; we're using the most advanced tools like office 365.
- The connection between students and teachers has been established even before the pandemic; hopefully, we can adapt to the situation and maintain the connection even behind the monitors.
- Self-learning shall be a continuous process along with inclusive learning even after the pandemic.
- Virtual asynchronous classes between student and teachers will take place and will be recorded for the student to reach to it whenever they need.

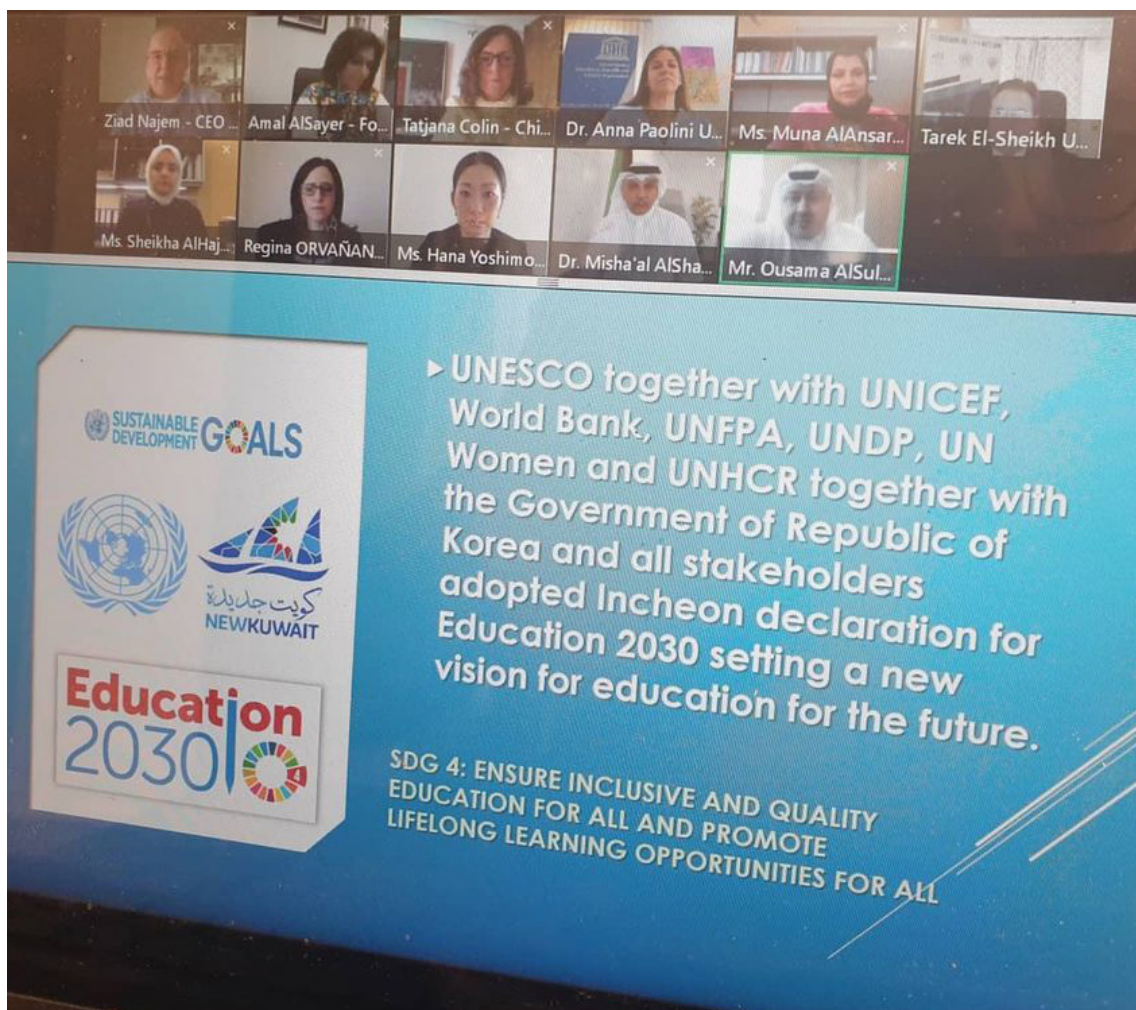
A2: Ms. Sheikha AlHajraf

- Its been a worldwide challenge; the target was to protect the students and learners in Kuwait besides protecting their health.**
- We had a suggestion to have a short-term solution and long-terms ones.**
- Training teachers on how to deliver the curriculum using technologies have taken place even before the pandemic; 1300 teachers were trained for elementary students. Also, 12-grade teachers have been trained; we received great results.**
- Teachers are highly skilled when it comes to handling technological tools.**
- MoE would like to tackle the issues raised and will make sure that everybody can adapt to a new modality of remote learning.**
- MoE started providing the training for teachers –no less than 100,000 teachers were trained, and the training continues to be provided.**
- Providing homework that requires students to look at information and education contents independently can be one of the keys to the effective use of electronic resources.**
- MoE will keep making an effort to improving digital devices to ensure that all learners can understand clearly.**
- MoE's plan includes the development of the virtual class.**

A1 – A2 By Mr. Ousama Al-Sultan:

- Previously teachers were trained even before the pandemic, especially teachers for elementary; those with a Certified MS 365 helped train, other teachers.**
- Online communication is not enough; we all agree on this point.**
- Regarding the Camera issue, the ministry is aware that privacy has to be protected, as some people are not willing to let go of a part of their privacy. Also, families have to keep their privacy, which has been highlighted, to protect the privacy of all parents and teachers.**

MEDIA INSIGHTS



14/07/2020

Global monitoring of school closures caused by COVID-19

In MENA: almost **110 million** learners affected

1,058,897,779 affected learners
60.5% of total enrolled learners
109 country-wide closures

How did COVID-19 affect children's education globally?
What do numbers say?

Learning Recovery for All

Learning recovery can mitigate against learning loss during school closures, and prevent future increases in student dropout. HOW?

- Adapt school curricula and delivery modalities to enable key learning objectives to be met.
- Remember that there are always multiple ways to achieve learning objectives (no "one size fits all")
- Teachers need to assess and adapt teaching and assure parental support which is crucial for learning.
- Target children at risk of drop out and/or academic failure through specifically aimed, well thought-off catch-up programmes, accelerated learning programmes.

COVID19: worldwide impact

Past evidence highlights five main risks of school closures:

- Impact in terms of lost learning
- Threats to physical and mental well-being
- Increased student drop out
- Risk of teacher attrition and decreased education quality
- Decrease in education financing

<https://www.kuna.net.kw/ArticleDetails.aspx?id=2920512>

وكالة الأنباء الكويتية (كونا)
Kuwait News Agency (KUNA)



أخبار | الأخبار جغرافيا | أخبار اليوم | الصور (خلال الأسبوع) | أحداث 2019

المراق: 22 وفاة و1553 إصابة جديدة بفيروس (كورونا)

أهم الأخبار



الشؤون السياسية

Kuwait's UN office organizes online symposium discussing education amid COVID-19

LOC 19:57 | 07/09/2020
GMT 16:57



Online symposium

https://twitter.com/kuna_ar/status/1302984434782818304



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مكتب الأمم المتحدة بالكويت ينظم أول ندوة إلكترونية لبحث
قضايا التعليم خلال أزمة (كورونا)

kunanews.net/c0Tz30r8Ali

#كونا #الكويت



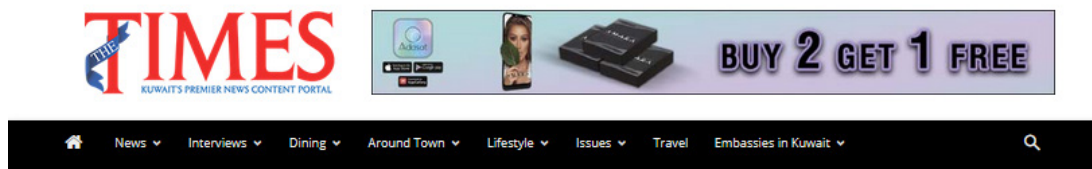
<https://bit.ly/38dFZPJ>



مكتب الأمم المتحدة في الكويت ينظم أول ندوة إلكترونية لبحث قضايا التعليم خلال أزمة «كورونا»



<https://www.timeskuwait.com/news/un-office-organizes-online-symposium-discussing-education-amid-covid-19/>



UN office organizes online symposium discussing education amid COVID-19

September 7, 2020





UNITED NATIONS
State of Kuwait