



**Standing Committee
for Economic and Commercial Cooperation
of the Organization of Islamic Cooperation (COMCEC)**

Proceedings of the 10th Meeting of the COMCEC Poverty Alleviation Working Group

“Education of Disadvantaged Children in the OIC Member Countries: The Key to Escape from Poverty”



**COMCEC COORDINATION OFFICE
November 2017**



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**PROCEEDINGS OF THE 10TH MEETING OF THE COMCEC POVERTY
ALLEVIATION WORKING GROUP**

ON

**“Education of Disadvantaged Children in the OIC Member Countries:
The Key to Escape from Poverty”**

(October 5th 2017, Ankara, Turkey)

**COMCEC COORDINATION OFFICE
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Introduction

The 10th Meeting of the COMCEC Poverty Alleviation Working Group was held on 6 April 2017 in Ankara, Turkey with the theme of “Education of Disadvantaged Children in the OIC Member Countries: The Key to Escape from Poverty”.

The Meeting was attended by the representatives of 19 Member States namely, Albania, Azerbaijan, Benin, Cameroon, Egypt, Gabon, the Gambia, Indonesia, Iran, Iraq, Jordan, Kuwait, Malaysia, Nigeria, Saudi Arabia, Somalia, Tunisia, Turkey and Uganda. Representatives of COMCEC Coordination Office, IDB, SESRIC, Mother and Child Education Foundation (AÇEV), Madrasati, Muslimat NU Education Foundation and UNESCO Senegal Office have also attended the Meeting.¹

The Meeting began with a recitation from Holy Quran. Afterwards, Mr. Selçuk KOÇ, Director at COMCEC Coordination Office (CCO), and Mr. Hamidu BOBBOYI, Executive Secretary of Universal Basic Education Commission of Nigeria and the Chairman of the Meeting, made their opening remarks. Afterwards, the representative of the CCO made a presentation on “COMCEC Poverty Outlook 2017”. The presentation on the COMCEC Poverty Outlook 2017, informed the participants of the state of poverty and human development in the world and in the OIC Member Countries.

The Meeting continued with the presentation of the research report titled “Education of Disadvantaged Children in the OIC Member Countries: The Key to Escape from Poverty” which was conducted specifically for the 10th Meeting to enrich the discussions.

The afternoon session began with a policy debate session. The policy recommendations on improving the education of disadvantaged children in the member countries were discussed by the participants. The Room Document, which was prepared by the CCO in light of the findings of the research report as well as the answers of the Member Countries to the policy questions, was considered.

Following the moderation session, representatives of Iran, Malaysia, Turkey and Uganda shared the experiences in the education of disadvantaged children in their respective countries.

Finally, the participants listened to the representatives of UNESCO Senegal Office, Mother and Child Education Foundation (AÇEV), Madrasati and Muslimat NU Education Foundation to learn about their experiences in conducting programs about the education of disadvantaged children.

¹ The list of participants is attached as Annex 4.



1. Opening Session

In line with the tradition of the Organization of the Islamic Cooperation (OIC), the Meeting started with the recitation from the Holy Quran. Afterwards, Mr. Selçuk KOÇ, Director at the COMCEC Coordination Office welcomed all participants. Thereafter, Mr. KOÇ briefly mentioned about the COMCEC and its activities, shared some figures about the state of disadvantaged children in the World and OIC. He also explained the details of the programme of the Meeting.

Afterwards, Mr. Hamidu BOBBOYI, Executive Secretary of Universal Basic Education Commission of Nigeria, as the chairman of the Meeting, welcomed all the participants to the 10th Meeting of the Poverty Alleviation Working Group. After introducing himself, Mr. BOBBOYI invited Mr. Bilgehan ÖZBAYLANLI, expert from the COMCEC Coordination Office, to make his presentation on Poverty Outlook in the OIC Member Countries.

2. COMCEC Poverty Outlook 2017

Mr. Bilgehan ÖZBAYLANLI, Expert from the COMCEC Coordination Office has presented the key findings of the COMCEC Poverty Outlook 2017.

In his presentation, Mr. ÖZBAYLANLI explained the state of poverty in the world and in the OIC Member Countries by emphasizing key indicators on monetary and non-monetary poverty and gave insight on human development in the OIC.

Mr. ÖZBAYLANLI stated that the most frequently used methods are to define poverty in monetary terms US\$1.90 a day poverty line of the World Bank, or the value of a minimum calorie requirement. Poverty headcount ratio at \$1.90 a day is the percentage of the population living on less than \$1.90 a day at 2011 international prices.

Then, he briefly informed the participants about the indexes used in the Outlook. The Human Development Index (HDI), produced by UNDP since 1990, measures the achievements in key dimensions of human development: a long and healthy life, being knowledgeable and have a decent standard of living. The HDI is a composite index obtained from life expectancy at birth, mean and expected years of schooling and GNI. He added that the Multidimensional Poverty Index (MPI) is also a composite index obtained from health, education, and standard of living indicators. MPI was also generated by UNDP in 2010 and it reflects the multidimensional nature of poverty. Furthermore, the Global Hunger Index (GHI) is designed to measure and track hunger globally and by country as well as by region and calculated each year by the International Food Policy Research Institute (IFPRI). The GHI highlights successes and failures in hunger reduction and provides insights into the drivers of hunger.

Mr. ÖZBAYLANLI continued his presentation with poverty situation in the world. The last three decades witnessed a significant global poverty reduction. The global poverty headcount ratio fell to 10.7% in 2013 from 35% in 1990. Similarly, the number of poor has decreased by around 1 billion people to 767 million in 2011 from 1.8 billion in 1990. Regarding income groups, while this ratio was 57 percent for upper-middle income countries, 51 percent for lower-middle income countries and 65 percent for low-income countries in 1981, these ratios fell to 5 percent, 19 percent and 47 percent for these income groups respectively in 2013.

With regards to non-monetary poverty indicators, he first touched upon the HDI. 46 out of 51 “very high human development” countries are high-income countries, and the “high human development” category is dominated by upper-middle-income countries. Similarly, “medium human development” category is dominated by lower-middle income countries. In the “low human development category”, all of the countries are from low income and lower middle-income groups. Mr. ÖZBAYLANLI expressed that for most of the cases the income level of a country is in parallel with its human development category.

Regarding Multidimensional Poverty Index, he stated that the index was calculated for 101 countries in Human Development Report 2015. Almost 1.5 billion people in these countries -about 29 percent of their population- live in multidimensional poverty.

Since 2000, significant progress has been made in the fight against hunger. The 2000 Global Hunger Index (GHI) score was 30 for the developing world, while the 2016 GHI score was 21.6. Despite the lower hunger level reflected by the 2016 global GHI score, the number of hungry people in the world remains unacceptably high. According to projections from the FAO, about 815 million people worldwide are estimated to be chronically undernourished; 51.7 million children suffer from wasting, 154.8 million children are stunted. Furthermore, about 3.1 million children per year die due to malnutrition.

Mr. ÖZBAYLANLI continued his presentation with the state of poverty in the OIC. He pointed out that the OIC represents a highly diverse group in terms of GDP per capita, which varies from less than thousand dollars to 127.5 thousand dollars (i.e. Niger and Qatar).

Like in the case of GDP per capita, the poverty headcount ratio varies remarkably among the OIC Member Countries. According to estimates, there are around 277.4 million poor people in the OIC region. In terms of monetary poverty, there is no poor in the high-income countries. The poverty rate is generally low in the upper-middle income countries. Lower-Middle income countries display a highly dispersed picture and poverty headcount ratio ranges from 0.11% in Palestine to 67% in Nigeria. Not surprisingly, the poverty headcount ratios of the low-income countries are very high ranging from a quarter to three fifths of the population.

As to the multidimensional poverty, Mr. ÖZBAYLANLI stated that according to Human Development Report (HDR) 2016, around 473 million people are multidimensionally poor in the OIC. Among the OIC countries, for which multidimensional poverty headcount ratio is calculated, this ratio is highest in Niger and lowest in Kazakhstan.

He continued his presentation with the GHI values of the Member Countries which range between zero and 44.3. None of the member countries experience an extremely alarming hunger situation and 3 countries are in an alarming situation while 21 countries are in a serious situation of which Chad is the most severe one. On the other hand, 9 member countries are in moderate hunger situation and 13 countries are in low hunger situation.

Furthermore, Mr. ÖZBAYLANLI expressed that the world human development index (HDI) average has increased from 0.597 to 0.717 between 1990 and 2016. For the same period, the OIC average rose from 0.505 to 0.621 and remained significantly below the OECD and world average. OIC’s HDI values are only higher than those of LDCs. On the other hand, the gap between the OIC

and developing countries has enlarged in the last 25 years. In 1990, it was only 0.014 points whereas it has risen to 0.047 points in 2016 implying a more rapid progress in developing countries. He added that, according to his estimation, given the current growth rate, it will take approximately another 25 years for the OIC to reach the current level of the world average.

Finally, Mr. ÖZBAYLANLI enumerated some of the findings of the poverty in the OIC region. He stated that monetary poverty is significant in the member countries; however, non-monetary poverty is a bigger problem. Nearly a quarter of the population in the OIC member countries live under multidimensional poverty. He added that progress in the human development varies significantly among the member countries. There is an improvement over time; however, a faster progress is needed.

Questions and Comments:

Question: How many countries have adopted and calculated the Multidimensional Poverty Index?

Answer: The Multidimensional Poverty Index is calculated by UNDP for more than 100 countries.

Comment: SESRIC's representative mentioned that the Multidimensional Poverty is a new index and developing countries need assistance in measuring this while they hardly manage to calculate even monetary poverty. As the responsible institution of the OIC on statistics and data, SESRIC conducts capacity building activities such as training courses for the member countries in collecting and processing data.

3. Education of Disadvantaged Children: The Key to Escape from Poverty

3.1. Overview of Education of Disadvantaged Children in the OIC Member States

Dr. Meltem ARAN, director of Development Analytics and lead researcher for the report, presented the findings of the research study titled "Education of Disadvantaged Children in the OIC: The Key to Escape from Poverty". Her presentation focused on the overall situation of access to quality education in the world and in the OIC, barriers to access and policies and strategies implemented around the world to address these barriers.

She started out with presenting the prevalence of poverty in the OIC countries and in the world. She informed the participants that education is strongly linked with poverty and poor educational attainment and poverty reinforce one another. Dr. ARAN then continued with the description of the conceptual framework of the report. She explained that children may be prevented from accessing education due to a number of circumstances outside of their control. These circumstances become barriers to access quality education and the report focuses on the main ones which are i) poverty (ii) location of residence, iii) gender, iv) having a disability and special needs, v) language and being minority. In addition to these circumstance-linked barriers, system-wide problems such as low level of financing of the education system and lack of quality education

are also obstacles and challenges affecting education outcomes of all children. She then highlighted that these bottlenecks can be overcome by policies and strategies of governments.

She continued by describing the overall methodology of the report and the econometric methodology implemented for the analysis of case studies. She explained that for the parts of the report on an overview of education in the world and in the OIC they conducted a desk review, and to report statistics they used publicly available databases of World Bank and UNESCO. For the case studies, the research team made use of a desk review, in-depth interviews with experts and microdata analysis using Demographic and Health Surveys of selected case countries. She explained the microdata analysis methodologies implemented for the case studies and also focused on explaining the Human Opportunity Index calculation which was used in the analysis.

Afterwards, Dr. ARAN presented key statistics on access to education in the OIC countries. She explained that OIC countries' average enrolment rates at different education levels are less than but close to the world averages but disparities still remain between member countries. She showed that country income is related to enrolment rates but some OIC countries manage to perform better than predicted by their income levels. She continued with explaining how the barriers that they put forth in the conceptual framework affect access across the OIC. Poverty and location of the household were presented as important problems while the gender of the child was less of a problem at the primary school level for most of the member countries. Disability and language spoken were also presented as other barriers that affect children. Dr. ARAN emphasized that system-wide problems are also important and widespread across OIC countries. Education is not a priority in many of the OIC member countries' budgets as evidenced by their share of government budgets spent on education. Furthermore, teacher shortages continue to be a problem in many OIC countries. Another important problem was low quality in education as the results of international achievement tests show.

She concluded the presentation by showing examples of different policies and strategies applied across the OIC countries and the world to address these barriers. Fee abolition, cash transfer programmes, and school feeding programmes have been implemented across countries for the alleviation of the poverty barrier. For the alleviation of the location barrier, setting up schools in existing buildings in difficult to reach areas or building new schools work well. Another approach is to provide free transportation to children to allow them to reach the schools that are closest. For the alleviation of the gender barrier, she explained that putting gender equality in education as a priority in national strategies and plans, targeting girls specifically or having a gender perspective in the programmes and public awareness campaigns are helpful. For the alleviation of the disability barrier, recognizing the rights of all children, infrastructure development to accommodate disabled children and teacher training are important measures. Lastly, she explained that in order to improve the education system's performance and to achieve higher educational outcomes, it is necessary to finance the system adequately (at least 15 percent of the government budget is recommended to be allocated to education), and that it is important to make schools more accountable for the results that they achieve. She also added that the most effective interventions for improving quality seem to be those that target teachers. In particular,

pedagogical interventions, repeated teacher training and providing performance incentives for teachers seem to work well in improving educational outcomes.

Questions and Comments:

Question: How children that are out of school need to be tracked and what is the mechanism a government should use with respect to identifying children who are out of school and developing policies to reach them?

Answer: Dr. ARAN responded to this question saying that household level data and information are key in identifying determinants of access and being out of school. An analysis on the determinants of being out of school would help determine the types of factors that hinder children's access. Going beyond the analysis of household data for diagnostics, she emphasized the need to connect household and individual level data (by ID number) with school level enrolment data to track those children who are out of school and who have a high likelihood of dropping out.

Question: Another question came from the delegate from Uganda. She said that Uganda had implemented fee abolition, however, access to quality education remained a problem because schools still charged informal fees from parents. The delegate from Gambia also seconded this opinion with a statement that school principals continue to extort fees from parents as Parent Teacher Association or Mother's Club contributions.

Answer: Dr. ARAN suggested that fee abolition needs to be accompanied with adequate levels of per-pupil funding from public resources at the school level as well as transparent information on school budgets presented to parents in order to enable them to have more voice in the management of the school budget.

Comment: A comment was made on the prevalence of private schools and the segregation of poorer children into lower quality public schools and middle class and richer children into higher quality private schools. He mentioned that the learning trajectories of children can be quite different on these tracks.

Answer: Dr. ARAN suggested that through public-private partnerships, countries could implement projects where the private sector provides services through public financing. If the incentives are correctly set up, this could lead to better quality of provision and pro-poor expansion of access in remote areas as well. She gave the example of the Sindh Education Foundation's work in Pakistan to highlight how these partnerships for private provision and public financing could be formulated.

3.2. Education of Disadvantaged Children in the Case OIC Member Countries

Ms. Lema ZEKRYA, research associate at Development Analytics, presented the findings on case studies regarding four case countries namely Senegal, Turkey, Jordan, and Pakistan. Ms. ZEKRYA started by explaining how the selection of case countries was done. For case country selection the researchers took into account representation of different income groups across OIC,

representation of different OIC regions, microdata availability and they also tried to give priority to countries that have been studied less in previous reports.

She informed the participants that they conducted a desk review, in-depth interviews with experts and microdata analysis to prepare the case studies. For the part on microdata analysis, she explained that they used two Demographic and Health Surveys for each country in order to make comparisons between the present and the past.

Ms. ZEKRYA started with the Senegal case. In Senegal, enrolment rates are still low. In 2015, gross enrolment ratio at the primary level was 82.2 percent and 58.8 percent at the lower secondary level. Poverty, urban/rural location of the household and region emerge as important barriers in terms of access while gender mostly is not a barrier in the country. She also underlined that there are country-specific challenges with respect to parental attitudes on sending children to school, quality issues at schools and financing problems. The school feeding programme implemented by WFP in partnership with the Ministry of National Education (MEN) and “Modernization of Daaras” with the objective of responding to the educational aspirations of parts of their population emerged as notable programmes to alleviate the impact of poverty barrier.

Next, she continued with the Turkey case study. In Turkey, gross enrolment rates are generally high with 106.9 percent at the primary level and 105.1 percent at the lower secondary level. With regards to access, the inequalities between children with respect to poverty, region, gender, language, and location are mostly alleviated. However, Mr. ZEKRYA mentioned that there are disparities in between children groups on learning achievement results. Access to early childhood education and absenteeism of children at schools are other issues that need attention. The legislation on children with special needs, emphasis on girls’ education, bussed education programme and use of ICT in the education system were mentioned as notable programmes and policies.

In Jordan, Ms. ZEKRYA explained that gross enrolment rates are high and inequalities are almost non-existent. But Jordan experiences problems with respect to quality of education which shows a decreasing trend as evidenced by achievement results of 8th graders in TIMSS Mathematics test between 1999 and 2015. While disparities between children cannot be found in access to education, disparities can be seen in achievement test results with poorer children getting worse outcomes. A relatively low expenditure level in the education sector due to competition for scarce overall budget resources is another problem of the country. Ms. ZEKRYA continued by giving examples to the notable programmes implemented in the country. Ma’an Anti-Violence Campaign in schools, QuestScope Non-Formal Education programme for youth from low-income backgrounds, Queen Rania Teacher Academy (QRTA)’s support of MoE on training teachers and Madrasati’s school renovation programmes were among these examples.

In Pakistan, Ms. ZEKRYA underlined that gross enrolment rates are still low with 92.7 percent for primary education and 56.6 percent for lower secondary education. For the country; poverty, the location of the household and region are important barriers to access. She also mentioned other country-specific challenges regarding access to schooling in Pakistan. These challenges are both on the demand side (perception of education, child labour, economic barriers including transportation, early marriage, violence, lack of community/family engagement) and the supply-

side (low quality due to teacher training issues, poor school environment, outdated curriculum etc.). She finished by explaining the notable programmes in Pakistan which are cash transfer programmes and the Mainstreaming of Madaris.

After Ms. ZEKRYA delivered the key findings for the case countries, she provided the general recommendations of the report. Lastly, she emphasized that ultimately, the government will, planning, budgeting and efficient spending are the most fundamental strategies to follow for all governments. Since knowledge is key for policymakers in identifying the disadvantaged groups and quality problems in the education systems monitoring and evaluation is a useful tool that should be prioritized by all governments.

Questions and Comments:

Comment: The Chairman, Mr. BOBBOYI, noted the increasing importance given to reforming religious schools such as the example of the Daaras modernization programme in Senegal and the pilot Mainstreaming of Madaris in Pakistan. He also noted the importance of the challenge faced by Senegal and other countries in having to choose one language of instruction for the country while there are many local languages, another common challenge also faced in Nigeria. Comment: Iranian delegation asked if the report was able to quantify which policies led to what percentage of reduction in drop-out rates for instance.

Answer: Ms. ZEKRYA responded that the report looked at overall strategies and policies and outcomes, without a one on one analysis – such an analysis would constitute an evaluation of a policy program.

4. Policy Discussion Session

The session was moderated by Mr. Fatih Ünlü, Senior Expert at the COMCEC Coordination Office.

At the beginning of the session, Mr. Selçuk KOÇ, Director at the COMCEC Coordination Office, made a brief presentation on the responses of the Member Countries to the policy questions on the education of disadvantaged children which were sent to the Poverty Alleviation Working Group focal points as well as the participants by the CCO. He also presented the policy recommendations provided in the room document.

After the presentation, Mr. ÜNLÜ gave the floor to all delegations asking their opinions and comments for each policy recommendations. The participants shared their comments on the policy recommendations given in the room document. Based on the intensive deliberations, the participants have highlighted the following policy recommendations:²

- Improving access of poor and disadvantaged children to education through eliminating/reducing school fees and by developing conditional cash transfer and school feeding programmes
- Enabling access of children in rural and remote areas by establishing new schools or providing free transportation for the children living in these regions

² The Room Document is attached as Annex 3.

- Increasing access to inclusive education for children having disabilities by formulation of necessary political and legal framework as well as by providing them better assistance in the school environment
- Prioritizing gender equality and equity in access to education
- Mobilizing and optimizing more financial resources towards improving the quality of education

5. COMCEC Project Funding

Mr. Burak KARAGÖL, Director at COMCEC Coordination Office delivered a presentation on utilizing the COMCEC Project Funding (CPF) for the poverty-related projects of the member countries as well as the OIC institutions.

At the beginning, Mr. KARAGÖL informed the participants that the CPF is one of the two main instruments of the COMCEC Strategy. Then, he explained the essentials of the CPF. He stated that the projects can be activity based such as trainings, workshops, conferences, and seminars or research projects such as research studies and field visits related to research.

Afterwards, Mr. KARAGÖL expressed that the project topics should be in line with principles, strategic objectives and output areas of the COMCEC Strategy. He added that policy recommendations adopted by the COMCEC Ministerial Sessions and Sectoral Themes published on the COMCEC website should also be considered while submitting project proposals. Furthermore, he enumerated the supported topics in poverty alleviation area such as social safety nets, forced migration, malnutrition, free and universal health coverage, employability, education of disadvantaged children, vocational education.

Mr. KARAGÖL continued his presentation with the timeline for the project submission and mentioned about the procedure to be pursued. He touched upon main characteristics of designing project proposals. He emphasized that the proposal should bring together at least three member countries. These countries should be member of the Poverty Alleviation Working Group and the proposals should be in conformity with the Project Submission Guidelines.

Thereafter, he explained the purpose and function of the CPF that are:

- supporting the implementation of policy recommendations produced by the Working Group Meetings and adopted by the COMCEC Ministerial Sessions,
- enhancing multilateral cooperation and solidarity among OIC Member Countries
- providing joint solutions for common problems
- increasing institutional and human capacity
- strengthening operational skills on international projects

Mr. KARAGÖL then described how to submit project proposals and presented relevant parts on the COMCEC website. He also gave some information about common characteristics of successful project proposals.

Lastly, Mr. KARAGÖL presented the projects funded in the past three years as well as the ongoing projects that are implemented in 2017. He expressed that 15 projects are being funded in 2017 and 4 of them are in poverty alleviation area. The project owner countries are Albania (social housing), the Gambia (women entrepreneurship), Indonesia (e-commerce for poor) and Suriname (childcare).

Questions and Remarks:

Question: Which institutions other than governments can submit project proposals?

Answer: The member country governments and the OIC institutions can submit project proposals. NGOs cannot directly conduct projects, rather they can involve in the projects through providing consultancy services.

6. Member State Presentations

In this section, the representatives of Iran, Malaysia, Turkey and Uganda made presentations to inform the participants about policies and programs conducted in education area focusing on the disadvantaged children.

6.1. Iran

Mr. Roozbeh KARDOONI, Director General at Ministry of Cooperative, Labor and Social Welfare of Iran, presented the efforts done by the government with a view to reducing the number of out of school children.

He started with explaining different dimensions of being out of school. He presented a figure drawn in a joint report of UNICEF and UNESCO in 2011. The figure shows five different dimensions of exclusion model which divide education into two namely primary and secondary education and crossing with different situations like “attended but left school”, “unlikely to ever enter” and “likely to enter school in future”. Then, he emphasized the importance of understanding the profile of the out-of-school children as well as the reasons pushing children out of school before finding solutions and designing programmes. This would enable the decision makers to target needy groups that should be focused specifically.

Then Mr. KARDOONI expressed that the Ministry of Education (MoE) knows the number of children attending school. For determining the number of children who have to be in school according to their ages the MoE works in cooperation with National Organization for Civil Registration. Regarding the finding addresses of the out-of-school children, MoE is assisted by the Ministry of Communication & Information Technology.

Mr. KARDOONI stressed that poverty and child labour reinforce each other and are associated with lower school attendance. After identifying the out-of-school children Ministry of Welfare transfers allocated budget for conditional cash transfer programme under the social protection program. He lastly stressed and importance of NGOs in supporting poor families. He stated that the Ministry of Education as well as the Ministry of Welfare cooperate with the NGOs. The NGOs contact the families of disadvantaged children and conduct surveys to understand why these

children are not attending school. Then, these families are targeted within the framework of different specific programs according to the need of families and/or children.

6.2. Malaysia

Mr. Hisham RAHMAT, Expert at Ministry of Education of Malaysia (MoE), presented the measures for enhancing disadvantaged children's access to quality education.

Mr. RAHMAT expressed that, in October 2011, the MoE launched the Malaysian Education Blueprint (MEB) 2013-2025 in order to transform the Malaysia Education System. Overall, there are five system aspirations to be delivered for the MEB 2013-2025; access, quality, equity, unity and efficiency. In terms of access, the MEB aspires to achieve 100% enrolment across all levels from pre-school to upper secondary by 2020. In terms of quality, it aspires to be in the top third group of countries in terms of achievement in international assessments such as PISA and TIMSS. By 2025, it is expected that every child in Malaysia will have six key attributes namely, knowledge, thinking skills, leadership skills, bilingual proficiency, ethics and spirituality and national identity.

He stated that the disadvantaged or marginalized children in Malaysia are categorized according to the following groups:

- The Orang Asli and Penan children of indigenous communities;
- The undocumented Children/street children;
- Children from hard to reach communities (inclusive of children of poor families in rural, urban and sub-urban districts); and
- Children with disabilities.

Then, he mentioned about the specific financial aid programmes for the disadvantaged children. Some of these programmes are Poor Students' Trust Fund (KWAMP), Supplementary Food Programme, Malaysia Milk Programme, Uniform Aid for Uniformed Team, Federal Scholarships, Allowance for Students with Special Needs and others.

Mr. RAHMAT stated that for increasing access to education for disadvantaged children, MoE implements various programmes such as the establishment and expansion of pre-schools, establishment of a special school called *Sekolah Bimbingan Jalinan Kasih* (SBJK) for the undocumented children/street children, provision of Basic Secondary Vocational Education including K9 schools for Orang Asli students and offering basic vocational education as well as the implementation of other programmes.

For improving quality of education, Mr. RAHMAT pointed out that various programmes are held through the concerted efforts such as incorporating Higher Order Thinking Skills (HOTS) and improving literacy by implementing LINUS (Literacy and Numeracy Screening) programme to ensure that after three years of primary education students acquire basic literacy and numeracy. He added that Public Private Partnership is also implemented in education through programmes such as Trust School Programme and School Adoption Programme.

Mr. RAHMAT also expressed that access to formal education in Malaysian public and private schools is provided only for citizen and legal non-citizen children. As for illegal non-citizen

children, Malaysia provides guidelines to facilitate the setting up of educational centres through collaborative efforts of various organizations and NGOs. Community Learning Centres (CLCs) and Alternative Learning Centres are set up for illegal non-citizen children who are unable to access formal education in government institutions in rural and urban areas.

6.3. Turkey

Ms. Nihal GÖZÜYAŞLI, as the representative of Ministry of National Education (MoNE) of Turkey, presented the education context of Turkey and best practices and experiences. She started her presentation by updating some information given in the report on the issues relating Turkey's exam-based education system, TIMSS results and early childhood education.

In the first half of her presentation Ms. GÖZÜYAŞLI informed the participants about the Turkish National Education system which was centrally administrated, planned, delivered and monitored. She stated that responsibility area of MoNE covers pre-school education, basic education, secondary education, vocational schools and the religious and preacher schools. She added that 12 years of education was mandatory and free. She further explained that MoNE was working on the issue of making the early childhood education mandatory and the pilot implementations have been started.

Ms. GÖZÜYAŞLI pointed out that there were 17.319.433 students enrolled in formal education under MoNE administration %95 of which were enrolled in public schools. The enrolment rate for the basic education was %96.51 and %82.54 for the secondary education with an almost equal access rate for both male and female students. She mentioned the e-school system via which the attendance rate of the students is recorded along with their financial situation.

Afterwards, Ms. GÖZÜYAŞLI stated that the interventions MoNE has been implementing are as follows;

- **Public Boarding Schools and Scholarship Exam-** Financially limited students can apply this exam. The ones succeeding are granted scholarship and depending on their preferences and/or distance between the school and their residential areas, they can stay in the boarding schools. Approximately USD 650 per a year for the students residing in boarding schools and USD 30 per a month for the scholarship was spent per a student for 2016-2017 academic year.
- **Transportation Services-** Students within the scope of mandatory education residing in villages or smaller settlement units are provided with transportation services to the nearest districts or the cities.
- **Free Course Books-** the MoNE provides course books free of charge for any student enrolled in primary, lower secondary and secondary education institutions regardless of being private or public schools.
- **Conditional Education Aid-** Within the framework of the Protocol between the Ministry of Family and Social Policies and the MoNE; The Conditional Education Aid program is implemented throughout Turkey and financial assistance is provided every month to the families, provided that they regularly send their children to school.

- **Remedial Education Programme-** One of the main goals of the Turkish Ministry of National Education (MoNE) is to provide access and quality education services to all children, including the most vulnerable ones. MoNE has increased its focus on the gap between what is taught and what is learned, and aims to ensure that all children attain a minimum learning achievement by completing their primary education with basic literacy, comprehension and mathematics skills. The Remedial Education Programs (REP) are instructional programs designed for students who have been identified as having deficiencies in reading, writing, and/or math.
- **Regulation on the Seasonal Agricultural Work and Children-** Children of seasonal agriculture workers are enabled to attend the school where their families move temporarily to work.

In addition to the interventions, Ms. GÖZÜYAŞLI further expressed that MoNE works in cooperation with all the relevant stakeholders in order to meet the educational needs of Syrian citizens under temporary protection. She mentioned the Project on Promoting Integration of Syrian Children into Turkish Education System, which is funded by the European Union and conducted by Ministry of National Education and aims to contribute to the provision of educational access to Syrian citizens under temporary protection in Turkey.

She concluded her presentation by giving an example of The Girls' Education Campaign the aim of which was to close the gender gap in primary school enrolment by the end of 2005 through the provision of a quality basic education for all girls in 53 provinces with the lowest enrolment rates. Thanks to the campaign, the gap almost closed for all levels of education in favor of female students.

6.4. Uganda

Dr. Pamela NIZEYIMANA, Senior Education Officer at Ministry of Education and Sports of Uganda, made a presentation on the experiences and best practices regarding the education of disadvantaged children in Uganda.

At the outset, she started mentioned that Uganda has embraced inclusive education and committed itself to bringing about the inclusion of disadvantaged children at every level of education. She expressed that Uganda has committed herself to the implementation of SDGs 2030 goal number 4 which emphasizes quality, equitable, inclusive and lifelong learning education for all.

Dr. NIZEYIMANA informed the participants about the policies and laws in place in which education is recognized as a right for everyone. Afterwards, she touched upon the necessity of reliable data for allocating sufficient budget for the disadvantaged groups. She pointed out that various institutions collect data separately on disadvantaged children which adversely affect the accuracy of data.

In addition to the data issue, she also touched upon some other challenges faced in terms of disadvantaged children's education such as:

- Inadequately trained teachers to manage disadvantaged children.
- Inadequate funding to cater for all the needs of disadvantaged children.
- Inadequate supply and lack of scholastic materials for use especially for braille paper, Perkins and embosser for blind children.
- Negative attitudes of parents, community, service providers, other learners, teachers.
- Poverty among families of disadvantaged children which affects their living conditions.

She further expressed that the launching of Universal Primary Education (UPE) in 1997 gave the opportunity to disadvantaged children to access education. This affirmative action for disadvantaged children has enhanced the disadvantaged children's access to education. Also, teachers have been trained to support the disadvantaged children especially the children with disabilities. She lastly mentioned that the government of Uganda continues supporting the education of disadvantaged children at all levels and monitoring the progress achieved.

7. Perspective of International Institutions and NGOs

7.1. UNESCO Senegal Office

Mr. Saip SY, National Programme Officer at UNESCO Dakar Office made a presentation on vocational education activities of UNESCO in Senegal.

Mr. SY firstly stated that the mission of the UNESCO Dakar Education Sector includes providing support to Burkina Faso, Cabo Verde, the Gambia, Guinea-Bissau, Mali, Niger, and Senegal in strengthening their education and learning systems so that they ensure quality education and training for all and contribute to peaceful, sustainable and healthy livelihoods of people and societies. In doing so, the education sector will work towards strengthening the system-wide coherence and relevance of education policies and strategies in pursuit of the Sustainable Development Goals (SDGs) in general, the Education 2030 agenda (SDG4) in particular. African Union's Agenda 2063 and Continental Education Strategy for Africa 2016-2025 will also guide its programme design and implementation.

Mr. SY further explained the UNESCO works to deliver its mission through three key modalities namely analytical work (to build evidence), knowledge management (to support policy reforms and dialogues), and in-country interventions (to assist in policy improvement and capacity development). Upstream work, such as policy advice and technical assistance for national education policymaking, planning, and reform, is provided with a lifelong learning perspective.

Mr. SY expressed that the Dakar Education Sector is charged with UNESCO's regional coordination in three areas: Firstly, it deals with sector-wide policy and planning in terms of technical and vocational education and training (TVET), the global coordination, partnerships and research for Education 2030 agenda. Secondly, it is responsible for the delivery of UNESCO education programmes in cluster countries (West Africa-Sahel). Lastly, it conducts regional programmes on HIV and health education in Western and Central Africa.

He mentioned that UNESCO Dakar support countries to solve the problem of increasing youth unemployment and underemployment to equip young people and adults with knowledge and

practical skills needed for a decent life, as well as the successful transition to the labor market and effective contribution to social and economic development. This requires a holistic transformation of TVET, Higher Education (HED) and Literacy and Non-Formal Education (LNFE) systems.

Mr. SY pointed out that, since 2015, UNESCO Dakar Office works with countries on the development of strategic guidance documents (issue paper, national diagnostic study on the synergy in Senegal and Mali) and also to capitalize bridges models that include support for specific targets. Studies have paid close attention to the innovative and promising arrangements promoting the socio-economic integration of young people from Daaras (Koranic schools), from Cheikh Ahmadou Bamba University (ex Al-Azhar) Educational Network Centers, and street children (NGO Pilot Village). He lastly, stated that a pedagogical model for the integration of national languages and ICTs in vocational training has been developed for at least one pathway that was selected with the national authorities. This pedagogical model aims at establishing a paradigm shift in training methods by strengthening the pedagogical links between TVET and LNFE by considering ICTs in order to improve the efficiency of the training system.

7.2. MADRASATI

Ms. Shirin SHAHIN, Deputy Director of Madrasati Initiative affiliated with the Queen Rania Foundation, presented the efforts undertaken by Madrasati for the education of disadvantaged children in Jordan.

At the beginning, she stated that the Madrasati initiative was launched in 2008 for rejuvenating the neediest public schools to encourage children to learn and reach their full potential. She added that the Madrasati reached to 500 public schools across Jordan and 23 public schools in Jerusalem since its establishment.

Ms. SHAHIN expressed that the efforts of Madrasati can be grouped in three headings namely physical improvements of schools, training of teachers, and establishing Remedial Centers and student clubs named as “Masahati”.

She pointed out that 22 Remedial Centers have been established in 8 governorates across Jordan. With these centers, she mentioned that they have reached more than nearly 15.000 students and trained around 400 teachers.

Regarding Masahati, she expressed that it was launched in January 2016 in 45 schools in 9 governorates. Ms. SHAHIN pointed out that the aim of the student clubs is providing safe and creative school spaces for students to be engaged in hands-on learning activities. It is an after-school program that brings students to meet and work together twice a week.

7.3. MUSLIMAT NU

Mrs. Dwi ASTUTIEK, Vice President of Muslimat NU Education Foundation made a presentation on the educational and social care movement for disadvantaged children in Indonesia.

Ms. ASTUTIEK stated that Muslimat NU is a women's organization under the auspices of Nahdlatul Ulama which is the oldest Islamic organization in Indonesia. She expressed that Muslimat NU is a

forum to enhance the role of women who constantly strive to develop knowledge, skills and environmental awareness.

In her presentation, Mrs. ASTUTIEK explained the reasons getting children out of school. Firstly, she mentioned about cultural factors such as marriages at an early age. Secondly, she pointed out that parent mindset hinders access to education due to lack of awareness about the importance of education. A negative understanding like “schools spend only time and money” is also a reason that hampers families send their children to school. She lastly pointed out that the poverty of the families is also a major barrier.

Thereafter, she mentioned that, as a social responsibility, Muslimat NU has established more than 126 orphanage units. The majority of these units are located in Central Java and East Java and around 37.000 orphans are cared.

In the education sector, Muslimat NU has established more than 15.000 kindergartens and pre-school for poor children. Ms. ASTUTIEK mentioned that they also provide training for teachers. Muslimat NU has developed 164 cooperatives covering 16.400 poor families. These families are given training and funding to develop economic business and their children get a scholarship that is accommodated in one of Muslimat NU schools.

Mrs. ASTUTIEK lastly expressed that the Muslimat Nu cooperates with Ministry of National Education, Ministry of Religious Affairs and Ministry of Social Affairs and with other NGOs operating in Indonesia.

7.4. Mother and Child Education Foundation (AÇEV)

Ms. Burcu GÜNDÜZ MAŞALACI, Director at Mother and Child Education Foundation (AÇEV) made a presentation on intervention programs of AÇEV for the education of disadvantaged children and families.

Ms. MAŞALACI began her presentation with the importance of early childhood education stating that early childhood is one of the most critical stages of human development. Early years of life create the foundation of brain architecture, as well as subsequent lifelong development potential. This is the foundation on which human beings’ skills and abilities of can flourish, such as cognitive and social skills, persistence, attention, and self-regulation. Each of these skills is predictive of school success and completion, higher earnings, active participation in community and reduced risk for crime.

She expressed that the AÇEV has been working in early childhood education for nearly 25 years. AÇEV's evidence-based programs have reached almost a million vulnerable children, women, and parents, and were disseminated to 15 countries, thanks to the efforts of more than 12.000 trainers. The history and success of AÇEV mostly rely on its foundational program, namely, the Mother and Child Education Program (MOCEP).

As a home-based education program, designed for preschool-aged children (5-6 years) and their mothers, MOCEP was developed to empower mothers as the “first educators” by supporting them

in their parenting roles and equipping them with the knowledge and tools necessary for fostering the cognitive development of their children. The program involved 25 weeks of structured 3-hour weekly group meetings and home visits with mothers conducted by ACEV-trained group leaders, as well as a weekly curriculum for the child implemented at home by mothers. Designed as a cost-effective and scalable model, the program leveraged the mother instead of assigning a teacher and implemented exercises at home instead of a preschool facility.

Ms. MAŞALACI pointed out that rigorous studies conducted to evaluate long-term impact of the program revealed a multi-dimensional, positive, and sustained impact on the child: Six years after implementation, children were more likely to be in school, tested higher in language use, mathematics, and overall academic performance, social integration, and personal autonomy. Twenty-two years after implementation, once the children became adults, they had higher status jobs, scored higher on intellectual competency tests, and had higher earnings and better relations with their peers and families.

8. Closing Remarks

The Meeting ended with closing remarks of Mr. Hamidu BOBBOYI, Chairman of the Meeting and Mr. Selçuk KOÇ, Director at the COMCEC Coordination Office (CCO).

Mr. BOBBOYI thanked all the member country representatives as well as participants from IDB, SESRIC, Mother and Child Education Foundation (AÇEV), Madrasati, Muslimat NU Education Foundation and UNESCO Senegal Office for their active participation and valuable contributions.

Mr. Selçuk KOÇ also thanked all delegates for their attendance and valuable contributions. He expressed that the main outcome of the meeting is the Room Document which includes a number of policy recommendations for the member countries. He stated that these recommendations will be submitted to the 33rd COMCEC Ministerial Meeting as an output of the 10th Meeting of the Poverty Alleviation Working Group.

Furthermore, Mr. KOÇ informed the participants that the 11th Meeting of the COMCEC Poverty Alleviation Working Group will be held on April 5th, 2018 in Ankara with the theme of “Quality of Education in the OIC Member Countries”. He stated that as per the usual practice a research report is being prepared on the theme of the Meeting and will be shared with the focal points in advance of the meeting.



ANNEXES

Annex 1: Agenda of the Meeting



AGENDA OF THE 10TH MEETING OF THE COMCEC POVERTY ALLEVIATION WORKING GROUP

October 5th, 2017 Ankara, Turkey

*“Education of Disadvantaged Children in the OIC Member Countries:
The Key to Escape from Poverty”*

Opening Remarks

1. COMCEC Poverty Outlook
2. Global Overview of Education of Disadvantaged Children
3. Access of Disadvantaged Children to Education in the OIC
4. Policy Debate Session on Access to Education in the OIC
5. Utilizing the COMCEC Project Funding
6. Member State Presentations
7. Perspective of international institutions and NGOs

Closing Remarks

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Annex 2: Programme of the Meeting



**PROGRAMME OF THE 10TH MEETING OF THE COMCEC
POVERTY ALLEVIATION WORKING GROUP
(October 5th, 2017, Crowne Plaza Hotel, Ankara, Turkey)**

***“Education of Disadvantaged Children in the OIC Member Countries:
The Key to Escape from Poverty”***

- 08.30-09.00 **Registration**
- 09.00-09.05 **Recitation from Holy Qur’an**
- 09.05-09.15 **Opening Remarks**
COMCEC Poverty Outlook
- 09.15-09.35 Presentation: “Outlook of Poverty in the OIC Member States”
Mr. Bilgehan ÖZBAYLANLI, Expert
COMCEC Coordination Office
- 09.35-09.45 Discussion
Overview of Education of Disadvantaged Children in the World and OIC
- 09.45-10.25 Presentation: “Overview of Education of Disadvantaged Children in the World and OIC”
Dr. Meltem ARAN, Expert
Development Analytics
- 10.25-10.55 Discussion
- 10.55-11.10 **Coffee Break**
Access of Disadvantaged Children to Education in selected OIC Countries and Policy Recommendations
- 11.10-11.50 Presentation: “Case Country Evaluations on Access of Disadvantaged Children to Education in the OIC and Policy Recommendations”
Ms. Lema Zekrya, Expert
Development Analytics
- 11.50-12.30 Discussion
- 12.30-14.00 **Lunch**

Policy Options for Improving Education of Disadvantaged Children

There was a moderation session under this agenda item. Participants deliberated on the policy options/advice for improving education of disadvantaged children in the Member Countries. At the beginning of the session, the CCO made a short presentation on the responses of the Member Countries to the policy questions as well as the Room Document.

Moderated by Mr. Fatih ÜNLÜ

Senior Expert at COMCEC Coordination Office

- 14.00-14.15 Presentation: “Responses of the Member Countries to the Policy Questions on the Policy Framework for Improving Education of Disadvantaged Children in the OIC Member Countries”

Mr. Selçuk KOÇ, Director

COMCEC Coordination Office

- 14.15-15.30 Discussion

Utilizing the COMCEC Project Funding

- 15.30-15.45 Presentation: “Utilizing the COMCEC Project Funding”

Mr. Burak KARAGÖL, Director

COMCEC Coordination Office

- 15.45-16.00 Discussion

- 16.00-16.15 **Coffee Break**

- 16.15-17.15 **Member Country Presentations**

Presentation: “Policies towards Out of School Children in Iran”

Mr. Roozbeh KARDOONI, Director General, Ministry of Cooperative, Labor and Social Welfare of Iran

Presentation: “Measures for Providing Access to Quality Education for Disadvantaged Children”

Mr. Hisham RAHMAT, Expert, Ministry of Education of Malaysia

Presentation: “Support Programs for Education of Disadvantaged Students”

Ms. Nihal GÖZÜYAŞLI, Teacher, Ministry of National Education of Turkey

Presentation: “Education of Disadvantaged Children in Uganda”

Dr. Pamela NIZEYIMANA, Senior Education Officer, Ministry of Education and Sports of Uganda

Perspective of International Institutions and NGOs

- 17.15-17.25 Presentation: “Out of School Youth Empowerment through Vocational Training”
Mr. Saip SY, Expert
UNESCO Senegal Office
- 17.25-17.35 Presentation: “Disadvantaged and Refugee Children’s Education”
Ms. Shereen SHAHEEN, Deputy Director
Madrasati, Jordan
- 17.35-17.45 Presentation: “Educational and Social Care Movement for Disadvantaged Children”
Dr. Dwi ASTUTIEK, Vice President
Muslimat NU Education Foundation, Indonesia
- 17.45-17.55 Presentation: “Intervention Programs of AÇEV for Education of Disadvantaged Children and Families”
Ms. Burcu GÜNDÜZ MAŞALACI, Director of Research, Advocacy and Strategy Department,
Mother and Child Education Foundation (AÇEV), Turkey
- 17.55-18.10 Discussion
- 18.10-18.15 **Closing Remarks and Family Photo**

Annex 3: The Policy Recommendations

ROOM DOCUMENT FOR THE MODERATION SESSION OF THE 10TH MEETING OF THE COMCEC POVERTY ALLEVIATION WORKING GROUP

A policy debate session was held during the 10th Meeting of the Poverty Alleviation Working Group and the Working Group came up with some concrete policy recommendations for improving the education of disadvantaged children in the OIC Member Countries and approximating policies among the Member Countries in this important issue. The policy recommendations presented below have been identified in light of the main findings of the research report titled “Education of Disadvantaged Children in OIC: The Key to Escape from Poverty” and the responses of the Member Countries to the policy questionnaire which was sent by the COMCEC Coordination Office.

Policy Advice 1: Improving access of poor and disadvantaged children to education through eliminating/reducing school fees and by developing conditional cash transfer and school feeding programmes

Rationale:

Children living in poorer households are more likely to be out of school compared to children living in richer households. Lack of proper education is strongly associated with a higher likelihood of remaining poor in the later periods of life. Making education more affordable thus is an ample opportunity to save these children out of this vicious cycle. As a good example, school fee abolition has been adopted in a number of countries in recent decades and this has led to increases in enrolment rates.

Conditional cash transfer programmes also prove to be an effective policy tool to increase enrolment rates. They provide financial support directly to households, mothers or children in order to achieve this certain goal. In cases where families do not have the necessary financial means and motivation, providing a financial transfer on condition that the children keep going to school creates a strong incentive for school attendance.

School feeding programmes, on the other hand, fulfil two important purposes. First, they encourage families to send their children to school. Even the parents might not put a great emphasis on education per se and hence are not well-motivated to send their children to school, they would care for their nourishment. Second, better nourishment leads to better concentration of students in classes, which improves the educational achievement.

Therefore, making schools free, providing conditional cash transfers and school feeding programs for disadvantaged children can enhance school enrolment and continuity of education.

Policy Advice 2: Enabling access of children in rural and remote areas by establishing new schools or providing free transportation for the children living in these regions

Rationale:

Rural areas and urban slums have a greater likelihood to lack sufficient number of schools. Moreover, the dispersed locations of schools in rural areas necessitate a much greater amount of travel. Schools in rural areas or disadvantaged regions also lack a necessary number of trained teachers and sufficient amounts of education materials.

Hence, building new schools or modifying existing buildings as schools as well as providing free transportation and pocket money to children to allow them to reach the schools that are closest and to motivate their parents to send them to school are important. Also making rural and remote areas attractive for teachers by incentives stands as another policy option. Moreover, improving the quality of education by recruiting a sufficient number of well-trained and motivated teachers, and upgrading the school resources are necessary.

Policy Advice 3: Increasing access to inclusive education for children including those having disabilities by formulation of necessary political and legal framework as well as by providing them better assistance in the school environment

Rationale:

Children with disabilities are more likely to be marginalized and discriminated in almost every aspect of life, specifically in education and employment. The likelihood of a disabled child being out-of-school is substantial.

For this reason, inclusive education with clear steps to be followed should be promoted in national plans and legislation. Afterwards, it should be ensured that these goals work in practice by means of infrastructure development to accommodate disabled children. Teachers also need to be trained to increase awareness surrounding disabilities. Innovative policies previously employed in some OIC countries such as sending teachers to disabled students or initiating vocational programs suited for students with disabilities shall be increased.

Policy Advice 4: Prioritizing gender equality and equity in access to education

Rationale:

While gender disparities in educational attendance have narrowed globally, girls are still more likely to be out of school. Around the world, 8.1 percent of boys are out of school as opposed to 9.7 percent of girls at the primary school age.

Improving women's education has a positive impact on economic growth and employment outcomes, as well as incurring positive effects for the society in general. Female education contributes to a better home environment for child development. More educated women tend to follow a better diet which also ensures children are well-nourished. Children of better-educated mothers are also more likely to attain higher levels of education.

Therefore, gender equality in education should be given place as a priority in national strategies and plans, and girls should be targeted specifically in the education programmes.

Policy Advice 5: Mobilizing and optimizing more financial resources and human capital towards improving the quality of education

Rationale:

Receiving a good quality education is important in achieving later life outcomes and reaching one's full potential. Spending on education is positively correlated with learning outcomes. An adequate financing of the education system is important for providing children with necessary learning environment and materials. The inability of schools to provide a good environment for children could also affect household demand negatively.

Education is not a priority in the budgets of many member countries. Teacher shortages, teachers' levels of education and their absence from the classrooms are some of the challenges observed in the OIC particularly in rural and remote areas. More than half of the OIC countries spend less than



15 percent of their budget on education. On the other hand, allocating more financial resource solely does not guarantee rapid development in quality, which requires serious investments in human capital through specific programs. Therefore, the share of education spending in GDP can be increased gradually to the extent possible to address the challenges in terms of both education quality and physical conditions, especially in rural and remote areas. Resources of the IDB can be utilized by the member countries in this regard.

Provision of life-skills training, as well as technical and vocational education, is also important for students with disadvantages since these students are generally more inclined to pursue vocational education and training instead of a purely academic path. Therefore, more financial resources for the programs in skills training and vocational education can be allocated by the member countries.

Instruments to Realize the Policy Recommendations:

COMCEC Poverty Alleviation Working Group: In its subsequent meetings, the Working Group may elaborate on the above-mentioned policy areas in a more detailed manner.

COMCEC Project Funding: Under the COMCEC Project Funding, the COMCEC Coordination Office issues calls for project proposals each year. With the COMCEC Project Funding, the member countries participating in the Working Groups can submit multilateral cooperation projects to be financed through grants by the COMCEC Coordination Office. For realizing above-mentioned policy recommendations, the member countries can utilize the COMCEC Project Funding facility. These projects may include organization of seminars, training programs, study visits, exchange of experts, workshops and preparation of analytical studies, needs assessments and training materials/documents, etc.

IDB Funds: The resources within the framework of the ISFD (Islamic Solidarity Fund for Development) can be utilized by the interested member countries.

Annex 4: List of Participants

LIST OF PARTICIPANTS 10th MEETING OF THE POVERTY ALLEVIATION WORKING GROUP 5 October 2017, Ankara

A. MEMBER COUNTRIES OF THE OIC

THE REPUBLIC OF ALBANIA

- Ms. ROZALBA MERDANI
Head of Unit, Ministry of Education and Sport

THE REPUBLIC OF AZERBAIJAN

- Mr. ANAR KHALAFOV
Head of Division, Ministry of Education
- Ms. MALAHAT HAJIYEVA
Head of Department, Ministry of Education

THE REPUBLIC OF BENIN

- Mr. COMLANVI ROMARIC SOFONNOU
Director, Ministry of Planning and Development
- Mr. SAKINATOU BELLO
Adviser, Ministry of Planning and Development

THE REPUBLIC OF CAMEROON

- Mr. AHMAD MALAM
SUB Director, Ministry of Economy Planning and Regional Development

THE ARAB REPUBLIC OF EGYPT

- Ms. MONA MUSTAFA ELKORASI
Second Secretary, Embassy of Egypt in Ankara

THE GABONESE REPUBLIC

- Mr. IFOUNGA THIBAUT
Chief of Protocol, Embassy of Gabon in Ankara

THE REPUBLIC OF THE GAMBIA

- Ms. JULDEH CEESAY
Deputy Permanent Secretary, Ministry of Finance and Economic Affairs
- Ms. LALA JAITEH
Deputy Permanent Secretary, Ministry of Basic and Secondary Education



THE REPUBLIC OF INDONESIA

- Dr. EKO ZUHRI ERNADA
Special Advisor to Minister, Ministry of Social Affairs
- Ms. AKIFAH ELANSARI
Expert, Ministry of Social Affairs

THE ISLAMIC REPUBLIC OF IRAN

- Mr. ROOZBEH KARDOONI
Director General, Ministry of Cooperative, Labor and Social Welfare
- Ms. TAYEBEH MOUSAVI
Expert, Ministry of Cooperative, Labor and Social Welfare

REPUBLIC OF IRAQ

- Mr. SALMAN THARWAT
Commercial Attache, Embassy of Iraq in Ankara

THE HASHEMITE KINGDOM OF JORDAN

- Mr. MOHAMMAD HAMMAD
Director, Ministry of Social Development
- Mr. MOHAMMAD AL BATAYNEH
Second Secretary, Ministry of Foreign Affairs and Expatriates

THE STATE OF KUWAIT

- Mr. SALEM ALBATHER
Economic Researcher, Ministry of Finance

MALAYSIA

- Mr. HISHAM RAHMAT
Expert, Ministry of Education

THE FEDERAL REPUBLIC OF NIGERIA

- Mr. HAMIDU BOBBOYI
Executive Secretary, Universal Basic Education Commission

THE STATE OF QATAR

- Mr. SHEIKH ABDULAZIZ THANI
Third Secretary, Embassy of Qatar in Ankara

THE KINGDOM OF SAUDI ARABIA

- Mr. ABDULLAH GAZI ALOTAIBI
Head of Department, Ministry of Labor and Social Development
- Mr. SALEH AL SOGHAIR
Expert, Ministry of Labor and Social Development

THE FEDERAL REPUBLIC OF SOMALIA

- Mr. MOHAMED AMIN ABUKAR HUSSEIN
Focal Point, Ministry of Interior and Federal Affairs

REPUBLIC OF TURKEY

- Mr. CEM GENÇOĞLU
Director General, Ministry of National Education
- Ms. AYŞE ÇELİK TEN
Head of Department, Ministry of Family and Social Policies
- Ms. BAŞAK KARAKAYA
Interpreter, Ministry of Family and Social Policies
- AYŞEGÜL KARACA ATİK
Expert, Ministry of National Education
- NİHAL GÖZÜYAŞLI
Teacher, Ministry of National Education

THE REPUBLIC OF UGANDA

- Mr. GADSON ABEMIGISHA
Senior Economist, Ministry of Finance, Planning and Economic Development
- Ms. PAMELA NIZEYIMANA
Senior Education Officer, Ministry of Education and Sports

B. THE OIC SUBSIDIARY ORGANS

STATISTICAL, ECONOMIC, SOCIAL RESEARCH AND TRAINING CENTER FOR ISLAMIC COUNTRIES (SESRIC)

- Mr. MAZHAR HUSSAIN
Senior Researcher

C. SPECIALIZED ORGANS OF THE OIC

ISLAMIC DEVELOPMENT BANK (IDB)

- Mr. AZHARI GHASIM AHMED
Economist

D. INVITED INSTITUTIONS

DEVELOPMENT ANALYTICS

- Dr. MELTEM ARAN
Consultant
- Ms. LEMA ZEKRYA
Consultant



MADRASATI INITIATIVE

- Mrs. SHIRIN SHAHIN
Deputy Director

MUSLIMAT NU

- Mrs. DWI ASTUTIEK
Vice President, Muslimat NU Education Foundation

UNESCO

- Mr. SAIP SY
National Programme Officer, UNESCO Senegal Office

MOTHER CHILD EDUCATION FOUNDATION

- Ms. BURCU GÜNDÜZ MAŞALACI
Director, AÇEV Early Childhood Education Department
- Ms. DUYGU YAŞAR
Director, AÇEV Early Childhood Education Department

E. COMCEC COORDINATION OFFICE

- Mr. SELÇUK KOÇ
Director
- Mr. BURAK KARAGÖL
Director
- Mr. MEHMET ASLAN
Director
- FATİH ÜNLÜ
Senior Expert
- Mr. BİLGEHAN ÖZBAYLANLI
Expert
- Mr. MEHMET AKİF ALANBAY
Expert
- Mr. OKAN POLAT
Expert
- Mr. HASAN YENİGÜL
Expert