



TANSIQ-AR

**Foundations for National Transformation &
Modernisation**

**Joining-Up Education
Creating Professionals of the Future**

National Transformation

**Tansiq-AR Limited
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Background & Introduction

Inclusivity of a nation's Citizens in the professional workplace of the future is a necessary social objective for countries planning economic diversification. The diversification of commerce to include many other growth sectors and industries in nations with many set out in the aims and objectives of their future Visions and are an opportunity to shape the Professionals of the future – starting now. Education is the main influencer of shaping a professional workforce of a nation's Citizens ready to lead and grow the possible new sectors and industries of the future.

If this is accepted, then it is the design of Education now that will develop and create the national Citizen Professionals of the future. Further, the joining up of the design of Education from Primary, through Secondary, Further and Higher Education will deliver Young Adults with Career Pathways and choices in the possible growth industries and sectors of the future. This proposition will also support a significant move away from reliance on an expatriate dominated workforce for the future as well as opening up meaningful employment opportunities for national Young Adults.

The foundation to a modern professional national workforce for the future is joined up Education.

National Vision – Cross Section of Priorities

Examples of National Priorities for the future are:

- Education, Learning, Research & National Capabilities
- Healthcare & Social Care
- Wellbeing & Social Protection
- Citizenship, Identity and National Heritage & Culture
- Economic Diversification & Fiscal Sustainability
- Economic Leadership & Management
- Labour Market & Employment
- Private Sector Investment & International Cooperation
- Development of Governorates & Sustainable Smart Cities
- Environment & Natural Resources
- Legislative Judicial & Oversight System
- Governance of State's Administrative Bodies, Resources & Projects

Joining up all stages of Education from Primary (aged 4) to Postgraduate (age circa 26) on curricula designed, shaped and evolved to meet the professional requirements of future diversified sectors and industries in a Nation will positively contribute to the economic measures of successful Transformation across the following Priority areas as a minimum:

- Education, Learning, Research & National Capabilities
- Wellbeing & Social Protection
- Economic Diversification & Fiscal Sustainability
- Economic Leadership & Management

- Labour Market & Employment

Objective

The objective of joining up Education across traditionally separated stages is to provide meaningful opportunities for the next generation of Citizens in the future growth industries and sectors within the Nation. Oil and Gas will always be needed but as the world moves forward in time, there will be a falling demand on goods and energy produced and generated from these fossil fuels. This in turn is likely to have a detrimental effect on both the volume of fossil fuels required and the revenue generated from them. Oil rich nations are positively aware of this trend and are – or are about to start - proactively investing in diversification to other future growth industries and sectors.

The whole commercial diversification agenda proposed by Middle Eastern Nations and at the core of their visions provides a unique opportunity now to begin shaping the professional Citizen workforce and leaders of the future. The realisation of this opportunity is through Education and the way to benefit the next generation of business and industry workers and leaders is through joining up the stages of education.

A good – but far from perfect - example of joining up education has been within the top tier UK Private Education sector. Here schools such as Eaton and Harrow focused on a curriculum provision specifically designed to develop the next generation of Government and Industry leaders. They successfully joined up Primary and Secondary Education driving a route to suitable qualifications to the top UK (and world) Universities of Oxford and Cambridge. This was a very deliberate but elitist strategy that has continued with some success for over 100 years. The problem with the UK model is that it is only available to a small proportion of the population.

Curriculum Design & Career Pathways

Curriculum Design and Career Pathways can be closely intertwined and focused on career choice outcomes relating to future growth industries and sectors for the next generation of Citizens.

Unlike the UK's elitist private education approach, the education for Middle East Nations' next generation can be one that provides greater future and meaningful opportunities for the whole of the next generation (and subsequent generations). Critically, the design and development of joined up and incrementally expanding curricula starts in the future and works back to the beginning of Primary Education.

This is achieved by analysing the professional needs of a Nation's future diversified industries and business sectors. Within each of these future growth sectors, the job requirements for the likely roles that will be needed can be identified.

The analysis should cover the range from Senior Leadership through Middle Management and Starting positions. The Career Pathways between Starting positions and Senior Leadership



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together with any relevant Post Graduate training and vocational experience can be mapped. This provides for clarity of opportunity available within each growth sector alongside the career progression journeys.

Then we step back into Further and Higher Education stages and determine the core Undergraduate Degree Course Units and Programmes required to fulfil the entry criteria for Starting positions. At this point the Course Units and Programmes content are mapped to Career Pathways and Career choices within and across the growth sectors of the future for Graduates and those attaining Post Graduate qualifications.

It is important that Humanities subjects remain within the mix of both Undergraduate and Postgraduate study options as these provide necessary social balance for future generations.

Stepping back a further stage to Secondary Education (age 11 to 18 years): Study subjects and related curricula should be mapped and related to the cross-section of Undergraduate study options already related to Career Pathways and choices within the future growth sectors. The existing “Career Guidance” provided today is not good enough. A much greater and properly structured emphasis within the Secondary age group must be placed on Career Pathways and choices for Young Adults. By doing so, Pupils will become much more closely enrolled with their education subjects and content as they will be constantly mentored and coached in the choices open to them for the future and actively encouraged to excel and focus on what is best and most suitable for them.

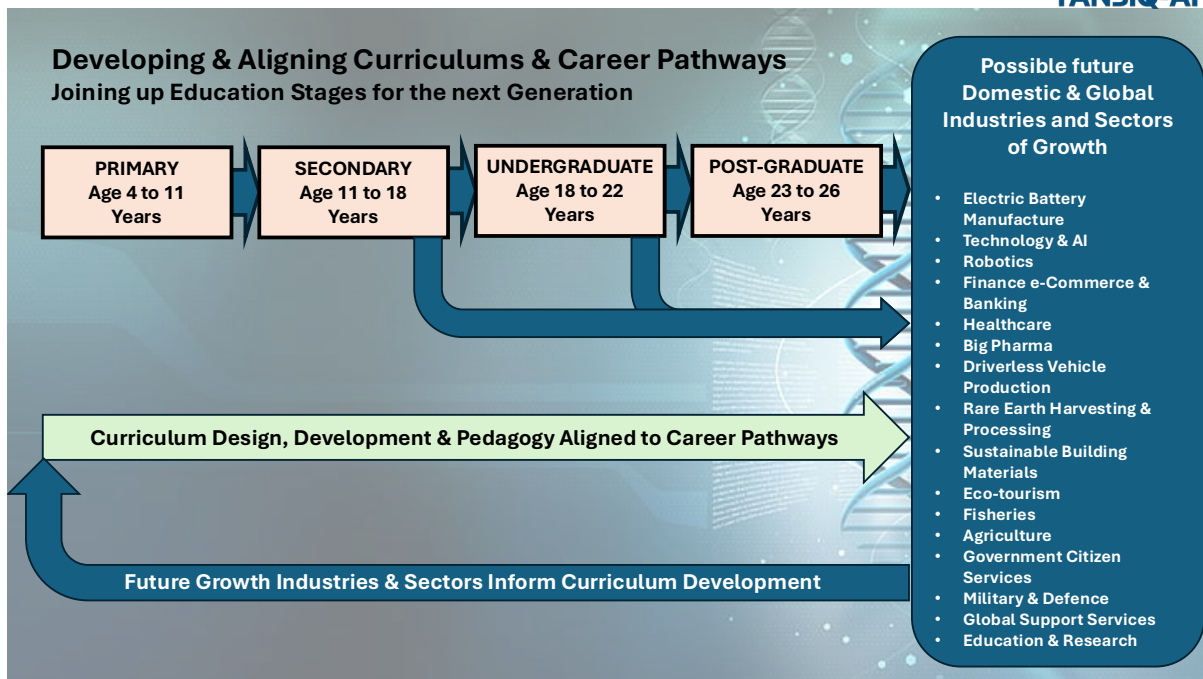
Stepping back to the start of Education into the Primary stage (age 4 to 11 years): A similar but softer methodology around coaching and encouragement in future meaningful career choices can be undertaken. This will instil an early element of purpose in children and a knowledge that they are the future and being guided to play important roles in the future of their Country and its prosperity. Here again, the Curricula is developed to map to the expanded subject choices embedded within the Secondary Education stage so making a positive and seamless link with the advancement of studies between Primary and Secondary stages. And because the subject choices and Curricula relate to future Career Pathways within the growth sectors and industries that will power the Nation in the future, children will develop a sense of belonging and responsibility to that future.

The purposeful and positive joining up of all Education stages and aligning the learning content to the careers of the future incrementally evolves Curricula and directly relates that to Career Pathways for the next generation of Citizens. It provides tangible purpose and relevance in Education and will drive a deeper cultural bond with the Nation’s future in Children who will be born today.

The diagram below summarises the joined-up Education approach:



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Pedagogy – The Design of Teaching & Learning

Outcomes of Teaching & Learning are directly influenced by the level of engagement Pupils and Young Adults have with the subject matter. Teachers and Lecturers are an important factor in the delivery of learning material but the media by which it is delivered and the richness of curriculum content is also critical to subject engagement. The combination of these factors is pedagogy – the design of Teaching & Learning.

Partially relevant to the latter part of the Secondary stage and highly relevant to Further & Higher Education stages is an opportunity for a paradigm shift in the way in which education for the present and future generations of Pupils and Students across Nations is provided and delivered. An opportunity that can deliver enhanced and more consistent educational and whole life outcomes for them.

The positive shifts over time of such a transformation in Education will greatly benefit those societies that embrace new education delivery methodologies and media. Indeed, adoption of the recommendations in this part of the paper across a single generation of Citizens has the ability to:

- Create sustainable economic and social growth
- Reduce poverty
- Make Education much more accessible to those with disabilities
- Open up more fields of research
- Contribute to a greater collective responsibility for the environment
- Increase the professional thresholds across all sectors

- Revolutionise access to learning
- Incrementally enhance Educational Outcomes

Today, Virtual Reality (VR) technology platforms exist that can deliver high quality Academic content on any subject to Pupils and Students at anytime, anywhere on any device across secure, resilient National networks and infrastructure. VR technology platforms have for over a decade been largely focused on games and films – which creates a high level of engagement in teenagers and Young Adults. This engagement is driven by the lure, content and challenge of the game and a need to escape. Once immersed, the players learn fast, and they have high retention levels of learning as they navigate increasingly difficult layers.

Using VR in Teaching & Learning means combining the incredible knowledge skills of Teachers and Academics who would have top quality course unit material aligned to future growth sectors and industries partnering with Big Teach VR expertise. By doing so, the partnership makes that learning material truly interactive with Pupils and Students via the VR technology platforms and tools available. Working with Academics, technology providers, gamers and Students to flex Virtual Reality will render Blended Learning a truly immersive experience. This is the pedagogical paradigm shift the partnership between Educators and Technology specialists would deliver.

So – imagine being immersed in Mathematics, History, Physics, Astronomy, Geography, Marine Biology and so on with an Academic Advisor guiding the immersive journey. How engaging and entertaining learning would feel and be like for Pupils and Students? So much so that like their games, the pedagogy would create a “pull” for more learning from Pupils and Students and a drive to achieving ever more challenging learning milestones and higher Educational Outcomes and standards.

Pupil and Student immersion with the ability to collaborate physically and virtually with others represents one of the most powerful and inclusive tools that Education has available to it today. The combination of Immersive Learning with Distance & Blended models is at the heart of an evolutionary shift in Education and, as a consequence, the long-term betterment of a Nation’s society.

Career Progression & Futures

Career Pathways do not end at the point a Young Person emerges from their education and enters the world of work. The carefully designed curricula and joining up of all stages of education will provide the future generation of professionals with both focused skills in the initial career of their choice and more general life skills. As they progress in their chosen careers, people will be able to choose different routes in that progression. With the combination of a National Higher Education system that also provides Lifelong Learning opportunities, Adults can add to their skills and migrate their work experience across sectors and industries. This opens up even wider choices for the next generation of Citizens.

Education Platforms & Technology – The Sovereign Cloud

The Tansiq AR paper entitled “***Foundations for National Transformation & Modernisation***” sets out the case for and how to build a Sovereign Cloud capability for a Nation accessed by highly resilient and secure Networks & Infrastructure. This capability obviates the reliance on vendors such as Azure, Google, Amazon and others for Cloud hosting and data storage, analysis and insights capabilities. Over time, the Education platforms can be modernised, integrated and hosted in the Nation’s Sovereign Cloud and made securely accessible to Teachers, Academics, Pupils and Students via roles-based access needs.

The Virtual Reality platforms supporting the latter part of the Secondary education stage and for Further and Higher Education would also be hosted within the Data Centres supporting the Sovereign Cloud. The application of AI and Machine Learning on the VR platforms would allow for consistent and continuous pedagogical improvements to be made to Learning course and programme materials.

Joined up data would provide Government with trend analytics and reports that can be used to both measure the success of educational reforms as part of a Nation’s Vision and inform policy changes in almost real-time to provide fact-based decisions on continuous improvements to all Education stages.

Conclusion

It is clear that for Middle Eastern Nations that are planning or on a path of diversification away from what has been the primary source of their wealth and prosperity, that a joined up Education system providing for Career Pathways and choices underpinned by curricula relevant to the future target growth industries and sectors is the swiftest and most beneficial method of building a professional workforce fit for the future. This can be achieved within the timeframe of National long-term vision.

Primary, Secondary, Further and Higher Education will need to collaborate together and with the Ministries of Commerce Industry & Investment Promotion (plus other Ministries) on bringing the joining up of Education for Nations into reality and aligning Career Pathways and Curricula to the target future growth industries and sectors. Additionally, Higher Education should also be setting itself up to promote and deliver Lifelong Learning which will allow for the migration and development of a Nation’s professionals across future sectors and industries.

Not only does this proposition get a Nation ready for diversification but it also begins to tackle any existing problem of Youth Unemployment levels and provides for confidence in meaningful futures for young Citizens. To achieve the desired outcomes requires a common will, complete coordination and cohesion between Education and Industry.

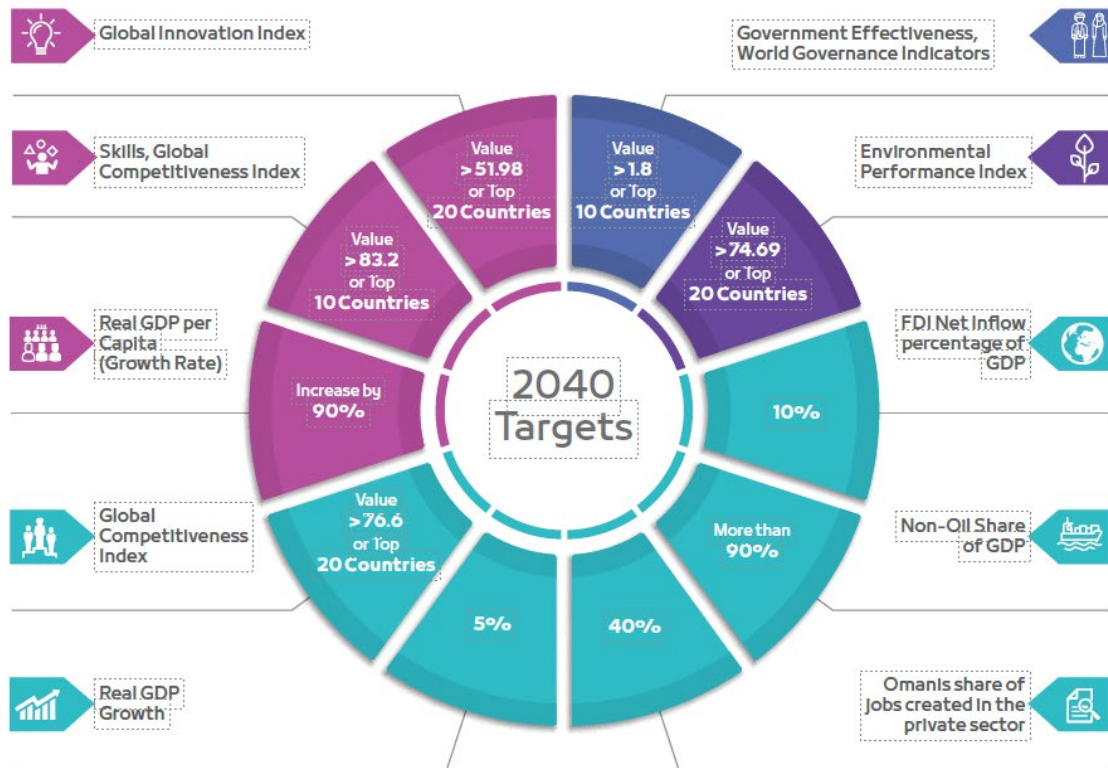
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Appendix 1 - Main Oman Vision 2040 Indicators



Oman Vision 2040 Document



Oman Vision 2040.pdf