

## National and Regional Policy Learning: 2022 Workshop Series

### International Task Force on Teachers for Education 2030

#### Arab States: Teacher education and professional development

**13 June 2022, 15h00 Beirut time, UTC +3hrs**

##### Concept Note

##### Background

In April 2022, the International Task Force on Teachers for Education 2030 (TTF) released its new Strategic Plan (2022-2025). It emphasizes three main lines of action (MLAs): i) knowledge production and dissemination; ii) advocacy and iii) national and regional policy learning. The third MLA was developed to ensure ministries have full opportunity to share knowledge and experiences of teacher policy with each other, which may foster countries' renewed efforts to adapt and apply lessons learned to their own national context to meet teacher policy learning needs.

To achieve this, the Teacher Task Force (TTF) will organize regional peer-to-peer workshops with its members in 2022 to discuss the most relevant and timely policy issues for teachers and teaching. Workshops will be organized by region based on members' priority policy learning needs.

In particular, the workshops aim to foster exchange and discussion in support of holistic and comprehensive teacher policy development as illustrated in the [Teacher Policy Development Guide](#) (TPDG) and its nine interconnected dimensions as a framework. More recently, the TTF developed and published a tenth cross-cutting dimension on [crisis-sensitive teacher policy and planning](#).

National and regional policy learning activities should meet countries' most critical priorities. Therefore, a structured regional needs analysis was concluded in two stages. It includes insights and feedback collected from regional participants during the Policy Dialogue Forum (PDF) 2021 in Kigali, Rwanda, and through a subsequent online survey. Findings were later validated by the Steering Committee members from the region.

##### Main theme and learning objectives

The socio-economic and geopolitical diversity of the Arab States region includes high-income countries from the Gulf region as well as those coping with various emergency situations. In addition to this, countries vary whether they are following a hybrid model or are fully back to school after various closures. This complexity, in addition to many other regional and national realities, results in a wide range of regional policy learning needs. However, despite the current diversity, countries did share the common policy learning need related to **teacher education and professional development**

including issues related to teacher training, qualifications, licensing, and its relationship to **career structure** and **teaching standards**. In addition to this, countries demonstrated an interest in the **ICT dimension** of teacher education including **ICT skills** and **pedagogies for remote and distance teaching**. They also demonstrated learning needs related to **social and emotional learning** and **social dialogue**.

Due to the interactive nature of the workshops, members will exchange information and experiences in a manner that serves to strengthen their regional communities of practice and build national-level capacity. More specifically, the workshops aim to:

- Foster peer-learning around common and distinct experiences, challenges, and solutions related to policy for teacher education and professional development, licensing and qualifications.
- Identify good regional and national practices related to teacher education and development and examine the enabling conditions and key factors that lead to policy change and scaling-up.
- Explore the regional partners, channels and mechanisms to foster and support further policy learning for current and emerging national and regional policy learning needs.
- Build partnerships amongst country and institutional members with regional remits to initiate specific policy development objectives and change.

### Participants, timeframe and modality

Co-organised by the Regional Center of Quality and Excellence in Education (RCQE), the Arab Bureau of Education for the Gulf States (ABEGS) and the Teacher Task Force (TTF), in cooperation with Lebanon and Hamdan Foundation, country focal points and deputies, including both country and organisational members, will be invited to the Arab States regional workshop. Other key partners with regional remits will be consulted and invited to actively participate as they are familiar with regional policy learning needs.

In 2022, two workshops for the Arab States region will take place on the same issue to promote deeper learning in one topic. The first workshop will be held in June/July, followed by a second workshop in October/November. Between the two workshops, additional reflection by the TTF Secretariat and the regional Steering Committee members will take place to verify assumptions and refine regional policy learning needs for the second workshop.

The workshops will be conducted online via Zoom or Microsoft Teams Platform with a duration of 120 minutes. All relevant documents will be circulated in advance to give participants enough time to familiarize themselves with the information.

### Expected outcomes and outputs:

The workshops aim to foster emulation between countries towards the development of effective, holistic and comprehensive teacher policies that address common national needs and priorities as a mechanism to support quality teaching and achieving SDG 4, particular SDG.4c – the target on teachers.

Expected outputs from the regional policy learning workshops include:

- Strengthened understanding of effective policy responses related to teacher education and professional development;
- Strengthened communities of practice and regional partnership to continue discussing and sharing lessons on teacher policy issue to initiate change; and
- Synthesis reports of the workshops, including lessons learned, good practices, tools, and national case studies and recommendations for further policy learning and transformational change based on consultation with regional Steering Committee members and disseminated through the TTF Knowledge Platform.