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منظمة الأمم المتحدة
للتربية والعلم والثقافة

المنظمة العربية للتربية والعلم والثقافة

UNESCO Regional Bureau for Education in the Arab States – Beirut

مكتب اليونسكو الإقليمي للتربية في الدول العربية - بيروت

Emerging teacher policy priorities and information needs in the Arab region

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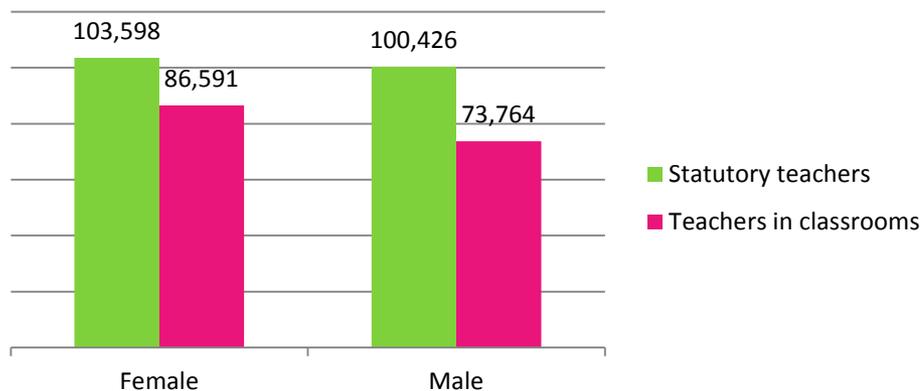
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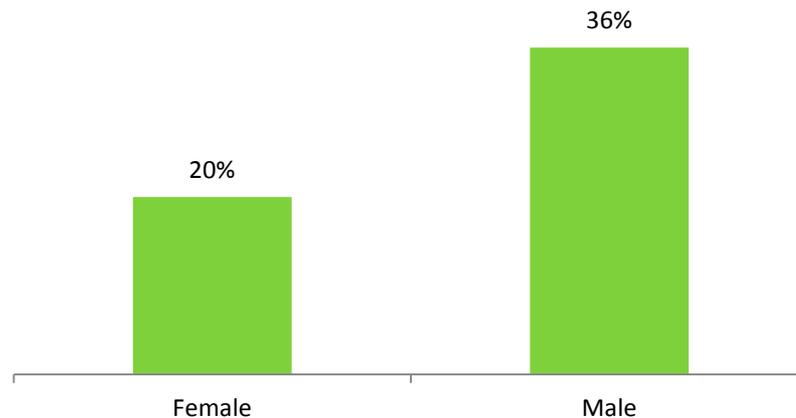
Improving current data

- The most common teachers indicators widely published are P/T ratio and % of trained teachers
- Case of PTR: 8 in Kuwait, 11 in Saudi Arabia, 12 in Qatar

**Number of teachers in Saudi Arabia
(public, 2011)**

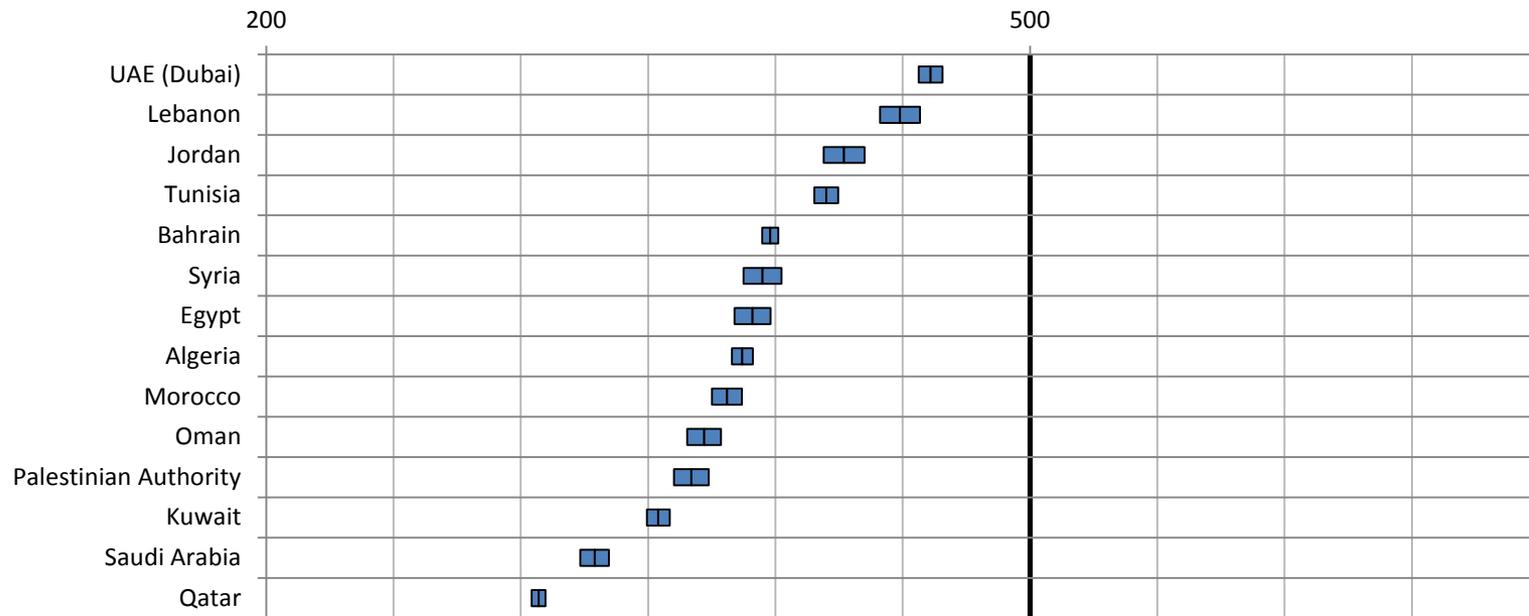


**Percentage of non classroom teachers,
2011**



Improving current data

- Case of trained teachers: 12 to 14 % in Lebanon
- Private enrolment in Lebanon: 73%
- Lebanon is the second best performant in math (TIMSS 2007)





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Policy weaknesses

A regional conference held in Amman in July 2011 identified a number of gaps or weaknesses including:

- I. most MENA Countries do not attract the best into teaching;
- II. MENA countries lag behind in both pre-service and in-service training;
- III. there are no appropriate mechanisms in place to achieve equitable distribution of teachers;
- IV. autonomy of principals is limited and provision of support to strengthen their leadership is not sufficient to improve service delivery at the school level;
- V. incentive mechanisms for teachers to perform better is weak and performance evaluations are not used effectively to reward or sanction teacher performance; and,
- VI. continued support systems, clear career pathways and strong recognition that “teaching as a career” are not well established.



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Priority policy information

- Teachers training:
 - Initial and in-service training
 - Assessing learners progress
 - *ICT and e-learning*
- Teachers support:
 - Inspectors visits
- Teachers motivations:
 - Living conditions: Salaries
 - Mouvement satisfaction
- Teachers deployment and utilization
 - Utilisation rate
 - Multi-grade classrooms
 - Teachers absenteeism