Emerging teacher policy priorities and information needs in the Arab region

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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)

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
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<tbody>
<tr>
<td>Statutory teachers</td>
<td>103,598</td>
<td>86,591</td>
</tr>
<tr>
<td>Teachers in classrooms</td>
<td>100,426</td>
<td>73,764</td>
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</tbody>
</table>

Percentage of non classroom teachers, 2011

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<th>Female</th>
<th>Male</th>
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<tbody>
<tr>
<td>Statutory teachers</td>
<td>20%</td>
<td>36%</td>
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</table>
• Case of trained teachers: 12 to 14 % in Lebanon
• Private enrolment in Lebanon: 73%
• Lebanon is the second best performant in math (TIMSS 2007)

Improving current data
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.
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