



Gulf Arab States Educational Research Center - Kuwait



KINGDOM OF BAHRAIN
Ministry of Education



Educational Conference

Teacher Role in Educational Efficiency

24-26 April 2017

Manama - Bahrain



Gulf Arab States Educational Research Center - kuwait



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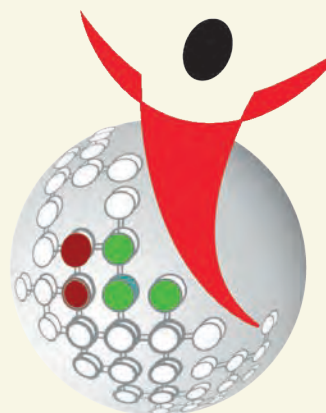
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Conference Organizers



ARAB BUREAU OF EDUCATION FOR THE GULF STATES (ABEGS)

The Arab Bureau of Education for Gulf Countries (ABEGS) is an intergovernmental regional organization working within its seven member states, (Kingdom of Saudi Arabia, the United Arab Emirates, Kingdom of Bahrain, Republic of Yemen, State of Kuwait, Sultanate of Oman and State of Qatar), to promote cooperation and coordination in the fields of culture, education, science, information and documentation. This has been the mission of the Bureau since its establishment in 1975. The main objectives of ABEGS are to contribute to the unification of the member states and its people by providing collaboration among them and developing collective efforts and methods of cooperation in its areas of interest, and increasing the effectiveness of the educational systems to meet the needs of development in the region.

General Conference

The General conference comprises Ministries of Educations in Member States. Member States share the honor of hosting the conference and chairing its sessions on a rotating basis, according to the alphabetical order of their names. The General Conference holds a regular meeting every two years to set the general policies of the Bureau and issues directives and resolutions accordingly.

Executive Council

The Executive Council (EC) consists of one member (Undersecretary Minister or an equivalent) from each member state. The EC practices the authority approved by the General Conference and holds regular meetings twice a year, one of which should be preceded by a session of the General Conference to approve the draft agenda and follow up the implementation of programs and projects and the expenditure of the budget.

ABEGS Centers:

- The Gulf Arab States Educational Research Center in Kuwait
- The Arab Center for Educational Training in the Gulf States in Qatar
- The Educational Center for Arabic Language in Sharjah





Gulf Arab States Educational Research Center (GASERC)

The Gulf Arab States Educational Research Center (GASERC) was chartered by a resolution issued by the second general education conference held in Riyadh in May 1977, as one of the main institutions affiliated to the Arab Bureau of Education for Gulf Countries (ABEGS), that serves as a center of expertise in education. The center is dedicated to improving education in Gulf Member States and promoting cooperation and joint educational activities.

Member States at GASERC include United Arab Emirates, Kingdom of Bahrain, Republic of Yemen, Kuwait, Kingdom of Saudi Arabia, Oman and Qatar.

GASERC carries out research and educational development endeavors that aim at investigating the present situation of Gulf countries educational systems, and sustaining efforts aiming at improving the functioning of these systems. The center also attempts to keep abreast of the latest trends in education worldwide to draw implications that can favorably bear on Member States' educational policy and practice, providing pertinent assistance and consultation as needed. It also supports collective efforts among Member States to achieve regional educational goals.

During each fiscal cycle, spanning almost two years, GASERC undertakes a set of research programs-approved by ABEGS General Conference including current issues in education, tuning education to the requirements of sustainable development, and responding to ongoing change and major challenges. Since its establishment, the center has carried out around three hundred research programs. In addition, it holds an annual educational cultural season comprising a set of lectures and symposiums where specialists - in various educational, academic and cultural fields- participate. The center also holds seminars that bring together academic specialists, teachers, school principals, supervisors, students and parents to examine a wide range of education-related topics. Furthermore, it publishes its programs outcomes in the form of reports to be distributed to Member States and exhibited at book fairs for purchase. Besides, GASERC produces a quarterly publication entitled «Educational Futures», devoted to addressing contemporary issues and trends influencing the present and driving the future of education, along with implications for practice.





Ministry of Education - KINGDOM OF BAHRAIN

The Ministry of Education endeavors are intended to ensure adequate educational services for all students, and develop both the structure and functionality of the educational system. The MoE also seeks to constantly upgrade and review its educational system, by conducting internal and external evaluation, to keep pace with ongoing societal changes and to activate its role in promoting Bahraini people's future potentials. The MoE also strives to develop a quality education system to achieve high levels of excellence and creativity. This vision emanates from the lofty values of the Islamic Religion, Bahrain's expansive sense of Arab belonging and cultural interaction with other civilizations.

MoE main priority is ensuring cultural, intellectual and spiritual development of all students. Therefore, the MoE pays great attention to curriculum development to assimilate the concepts and values of the reform project led by HM King Hamad bin Isa Al Khalifa and his wise government. It also aims to boost the values of education for citizenship, taking into account Bahrain's national and religious identity, as well as its endorsement of recent global trends that sustain tolerance, communication and solidarity between people worldwide.

MoE also has emphasized E-learning, which is recently being used on a large scale in public schools, and is considerably improving their performance by consolidating communication among stakeholders involved in the teaching-learning process. E-learning is also fundamentally a part and parcel of the implementation process of the School Improvement Project (SIP) that will be generalized to all schools in Bahrain. In this regard, the MoE has made big strides, laying the foundation of science and technology and integrating technology into the educational process in a bid to upgrade the ministry and schools' performance and develop aspects of communication and distance-learning. The ministry also seeks to help both teachers and learners to avail of these potentials and other knowledge resources to put 21st century learning principles into effect. With this in mind, the it has carried out a large-scale project to train thousands of teachers, administrators and specialists on the effective use of ICT to turn practice into reality.





The Arab Fund for Economic and Social Development

The Arab Fund for Economic and Social Development (the Arab Fund), based in the State of Kuwait, is an Arab regional financial institution focused on funding economic and social development by financing public and private investment projects and providing grants and expertise.

With all the Arab countries as its members, the Arab Fund's activities are characterized by a number of important aspects that make it a model of cooperation and Arab economic integration, and a reflection of outstanding joint Arab action.

The Arab Fund's administration consists of the Board of Governors, the Board of Directors, headed by the director general Mr. Abdlatif Y. Al-Hamad, the Loan Committees and the staff that carries out all operational responsibilities identified by the Fund administration.

The Arab Fund seeks to meet the development needs of Member Countries and at the same time ensure feasibility and transparency in all its projects. In this context, the most important aspect of the Arab Fund's operations is to consider the priorities of the projects and the policies established by the Member countries so that it does not impose any financial or economic conditions that interfere with such policies. To support the Arab development goals, the Arab Fund collaborates and coordinates with Arab and international development institutions in various fields to pursue efforts that aims at studying, financing and implementing economic and social development projects in Arab countries.

The main objectives of the Fund are as follows:

- Financing economic and social development projects giving preference to the projects deemed vital to member states
- Encouraging the investment, directly and indirectly, of public and private capital to develop the Arab economy
- Providing expertise and technical assistance in various fields of economic development
- Financing private sector development projects in member countries
- Offering institutional support and technical services to member states



Theme of the Conference



Introduction

This conference is one of the main programs sponsored by the Arab Center for Educational Research in Gulf Countries, in Kuwait . It is a key event that will enable Gulf States to keep track of the most recent educational innovations and draw implications that can favorably affect educational specialists' professional development. The conference also grants Gulf states the opportunity to discern the most outstanding educational endeavors at the regional and global levels, so as to gain insights that inform their prospective educational projects.

Conference theme

All over the world, countries are striving to achieve sustainable educational development to meet quality standards and to promote efficiency of their educational systems. Nevertheless, despite endeavors exerted by countries worldwide to maintain educational efficiency, evidence attests to the fact that there are many factors that constantly lead to wastage in education, resulting in the dissipation of efforts, resources and potentials.

Basically, inefficiency or wastage in education can manifest itself in various quantitative and qualitative forms. Quantitative aspects of wastage can include rates of student failure, student absence and drop-out. On the other hand, students', low level of achievement and poor academic performance are the most prominent qualitative aspects of educational inefficiency. Evidently, many factors can contribute to wastage in education, such as inefficient teaching strategies, inadequate instructional content and unpleasant school environments that fall short of accommodating students' diversified needs.

However, notwithstanding the reasons underlying educational inefficiency, the school can undeniably enact a vital role in diagnosing and tackling both students' failure and low achievement. That is to say, since indicators of educational wastage can obviously be detected as the learning and teaching processes unfold, it stands to reason that the lion's share of reducing educational inefficiency goes to the teachers. Teachers are in charge of predicting students' potential academic challenges or hurdles, and therefore can be fully entrusted with the responsibility of addressing students' emerging academic problems and readily nip them in the bud. This argument leads us to the second theme of the conference, which centers on the teacher's role, pre-service training, professional development and assessment of teacher performance.



Conference objectives

The conference aims at:

- Reviewing the most significant global and regional educational developments pertinent to promoting educational efficiency, especially those that view teacher's performance as a key to overcoming educational wastage
- Identifying international experiences relevant to addressing educational wastage and enhancing teachers' performance
- Fostering communication between educational specialists in Gulf member states and their counterparts worldwide
- Developing the expertise of educational specialists in member Gulf states
- Exchanging experience among member states regarding effective mechanisms for empowering teachers to tackle the issues of school drop-out, grade repetition, and school failure.

Conference topics

First: Wastage in education

- Efficiency of the educational system and the impact of wastage
- Educational wastage in member states: aspects, patterns and solutions
- Student absence, grade repetition and drop out: causes and solutions
- The impact of teaching strategies and the philosophy of evaluation adopted (Assessment for learning versus assessment of learning)

Second : Teacher performance

- Professional standards for teachers
- Teacher training and professional development
- Evaluating teacher performance
- Teacher autonomy and agency



Conference program

The conference programs comprises three major activities:

- Lectures covering the main theme of the conference delivered by keynote speakers.
- Two workshops addressing the conference main topics
- An exhibition of publications and other materials by ABEGS and affiliated Organizations

Workshops

Workshops will be organized as follows:

First workshop:

Patterns of wastage in education and its impact on the outcomes of the educational system will be addressed. Participants will engage in practical activities that help them utilize adequate strategies and draw on available indicators to diagnose educational inefficiency in their countries, identify possible causes and suggest solutions.

Second workshop:

In this workshop, factors underlying educational wastage will be tackled. Practical activities will enable participants to realize how incorporated teaching and evaluation methods can be the main culprit in education inefficiency. Participants will focus on evaluating teacher performance according to quality standards, and will carry out hands- on activities to acquire new skills pertinent to teacher evaluation and raising teacher professional competence.

Conference Participants:

Educational specialists, educational planners, and faculty members at colleges of education in member countries, as well as invited educational experts, will take part in the conference.



First day

24th April 2017

Opening session

- **Opening address by the conference patron his Excellency: Dr. Majed Bin Ali Al Noaimi**
the Minister of Education of the Kingdom of Bahrain
- **Speech by his excellency: Dr. Ali bin Abdul Khaliq Al-Karni**
Director General of the Arab Bureau of Education for the Gulf States
- **Speech by his excellency: Dr. Sulaiman Ibrahim Al-Askari**
Head of the Arab Center for Educational Research in Gulf Countries
- **Speech by Dr. Mmantsetsa Marope**
Director of the IBE (International Bureau of Education), Geneva.

First General session

- **Speaker: Dr. Ora Kwo**
Title: **Quality Education and teacher empowerment: Leadership amid reform and efficiency discourse**
- **Speaker: Prof. Mahmoud Abbass Abedin**
Title: **A contemporary perspective for investigating educational wastage at countries affiliated to the Arab Bureau of Education for the Gulf States**
- **Speaker: Dr. Khalid Ibrahim Al Awwad**
Title: **Absenteeism in Gulf States schools**

General Discussion

Break

Second General session

- **Speaker: Dr. Rima Karami Akkary**
Title: **Eliminating educational wastage: Teacher education as a key factor in developing the educational system**
- **Speaker: Dr. Khaled Albaker**
Title: **The teacher's role in facing educational wastage.**
- **Speaker: Dr. Kay Gallagher**
Title: **Towards High Impact, Learning Centered Teaching**

General Discussion

Second day

25th April 2017

Third General session

- **Speaker: Irmeli Halinen**
Title: **Teachers' role in overall educational development in Finland**
- **Speaker: Dr. Daniel Kirk**
Title: **Global Problem, Local Solutions: The challenges and opportunities in preparing, recruiting and retaining effective teachers in 21st century Gulf States.**

General Discussion

Break

Fourth General session

- **Speaker: Dr. Abdullah bin Saleh Sad**
Title: **Evaluating teachers' performance using teacher professional national standards and the teacher's role in reducing educational wastage in KSA**
- **Speaker: Rinato Operti**
Title: **SDG -4 Education 2030 Agenda: a window of opportunity for inclusive education and inclusive teachers**

General Discussion

Lunch Break

Workshops

- Two concurrent workshops on:
- **Educational wastage**
 - **Teacher performance**

Break

- **Executive summary and discussion of workshops reports**

Third day

26th April 2017

fifth General session

- **Educational wastage workshop report**
- **Teacher performance workshop report**
- **General discussion**

Break

Final session

- **Conference final report**
- **Closing session and remarks**

Speakers / Conference Papers



Dr Mmantsetsa Marope

- Director of the IBE (International Bureau of Education).
- Previously, she held several posts at UNESCO Headquarters in Paris.
- Over three decades of experience in education, including 10 years at the World Bank, 11 years at the University of Botswana, two years as Executive Secretary of ERNESA (Educational Research Network in Eastern and Southern Africa),
- Provided extensive consultancy and advisory services to Ministries of Education, Regional Economic Communities, ADEA (Association for the Development of Education in Africa), and education research networks.
- Built extensive experience in all levels of education and training; both formal and non-formal education; policy research and policy dialogue; development of sector reform programs responsive to national economic and social development challenges; resource mobilization.
- Reputed for her contribution in establishing professional communities of practice as well as strengthening their capacities, including the mentoring and training of junior researchers and professionals.
- Her publications cover a wide range of areas, including: education and national development; education sector analyses; education policy, planning and management; capacity development; innovation and best practices in education; curriculum; teaching.





Renato Operti

- Senior Programme specialist with the IBE since 2006.
- Coordinator of the Innovation and Leadership in Curriculum, Learning and Assessment Program.
- Responsible for IBE programs that support UNESCO regions and Member States in the processes of curriculum renewal and development.
- Head of the IBE-UNESCO Postgraduate Diploma in Curriculum Design and Development currently implemented in Africa, Latin America and the Caribbean.
- Coordinator of UNESCO worldwide Community of Practice (COP) in Curriculum Development and he one who supports the implementation of inclusive education initiatives.
- Worked as a consultant for the Interamerican Development Bank (IDB), the World Bank, UNESCO and UNICEF on issues relating to social policy, education and curriculum.
- Has been a university lecturer on educational policies and research methodology.
- The author of numerous studies on issues of social policy, poverty, education and curriculum, in different languages.

Title: SDG 4- Education 2030 Agenda: a window of opportunity for inclusive education and inclusive teachers

Abstract: Inclusive education is at the core of the SDG 4 – Education 2030 agenda as an over-guiding principle to lead the transformation of education and the educational system for the benefit of citizens and societies. Although inclusion is increasingly viewed by countries as twinning quality and equity, it still remains a contested field with quite diverse and even contradictory visions.

In light of this renewed emphasis on inclusive education as set out in the 2030 Education Agenda, one daunting challenge lies in integrating four ideas that set the compass for education policy on inclusion. Namely, we are referring to inclusive education as (i) human rights and common good; (ii) attention for groups with special needs; (iii) priority for situations of exclusion and marginalization; and (iv) the hub of change of the education system.

Countries might face a series of tensions and challenges for moving forward with inclusion. Among the tensions, we identify: (i) falsely posits social inclusion against social cohesion; (ii) between diversity and disparity; (iii) between access to education and the outcomes of learning; and (iv) between homogenizing and diverse universalism. A renewed agenda for inclusive education might tackle the following challenges: (i) promoting clear, targeted and sustainable public policies; (ii) stakeholders and institutions are convinced by inclusion; (iii) forging a truly inclusive curriculum catered for the diversity of all learners; and (iv) inclusive teachers who understands and appreciates the diversity of learners.





**Prof. Mahmoud Abass
Abdeen**

- Professor of educational foundations (with a specialty in educational planning, management and economics), Tibaah university, Madinah Munawarah, Kingdom of Saudi Arabia.
- A PhD in philosophy of education, Wales University, United Kingdom.
- Former dean of the college of education in Swiss and Ismailia in Egypt.
- The founding director of the Professional Academy for Teachers in Egypt.
- A visiting professor at regional and International universities, such as the Michigan State University, United Arab Emirates University, and the University of Tripoli (Lebanon).
- A Former director and advisor of some educational reform projects funded by USAID.
- Has Presented and published research papers and books on education economics, external and internal efficiency of educational systems, educational planning, self-learning and future education.
- Has a unique perspective on realizing total quality in secondary education, and suggested a framework for educational spending and investment in Arab Gulf countries.

Title: A contemporary perspective for investigating educational wastage at countries affiliated to the Arab Bureau of Education for the Gulf States (ABEGS)

Abstract: For many decades, educational efficiency has been widely investigated in studies conducted in the Arab world, utilizing a predominant and fixed set of qualitative and quantitative measures. From a quantitative perspective, the focus has always been on rates of student failure, student absence and drop-out. On the other hand, qualitative indicators are concerned with students' low level of achievement and poor academic performance. Inefficiency or wastage has recurrently been correlated with a variety of underlying factors, such as teacher quality, instructional and evaluation methods, curriculum content, and the school environment.

Nonetheless, although these indicators along with proposed underlying factors can account, in part, for educational inefficiency, there are many other variables that have considerably influenced the educational process, yet not given due consideration. This necessitates the adoption of a broader and rather more comprehensive perspective on efficiency indicators. With this in mind, the current study aims to analyze influential variables impacting the educational process, and hence suggest an integrated and comprehensive set of indicators of educational wastage reflecting these variables. The research comprises three main sections; the first addresses variables to be taken into account when defining indicators of educational efficiency. The second section proposes a distinctive holistic approach for addressing indicators used to appraise educational systems efficiency. In the third section, practical recommendations are provided to enable countries - affiliated to (ABEGS)- to adopt the suggested model.





Dr. Khalid Alawad

- Assistant Professor of Sociology, Faculty of Arts, King Saud University.
- Ph.D. in Sociology Planning, University of Wales, U.K.
- A member of the expert team on Educational development at the League of Arab States.
- Head of both the National Forum of Education for All (UNESCO) and the joint committee for curriculum development at Gulf Cooperation Council.
- Member on the Board of Directors of the Technical and Vocational Training Corporation, and the High Commission for Education Development.
- The chairman of Quality Assurance Committee at the Arab Bureau of Education for Gulf States.
- A Former member in many organizations, including the advisory council for his Royal Highness Prince Sultan Bin Abd AL Aziz (may Allah rest his soul in peace), and Riyadh regional council.
- Previously, a member of Al-Shura Council.
- Worked as the deputy Minister of Education and the director General of Education in Riyadh.
- Conducted studies, tackling academic research, educational management, and the culture of quality. He has also addressed the link between education and the labor market, the media culture in public education, technology in education, and professional training and investment.

Title: Absenteeism in schools

Abstract: Student's absenteeism is a serious educational problem that can negatively influence students' progress and academic achievement. Students who do not pursue their study in a systematic way are often disrupted by obstacles that hinder their psychological development. Not only does this influence the student, but it can also be a main source of educational and social wastage.

The present paper aims to analyze the scale, causes, and consequences of this problem in Gulf States. It also attempts to suggest mechanisms that help reduce students' school absence. With this in mind, the viewpoints of students, parents and officials at public educational organizations in six Gulf member states were investigated.

It is concluded that many reasons can lead to student absenteeism, including educational, social, and psychological problems. The study also reveals how absenteeism can affect the students, the families, the learning environment and the school in its entirety. Practical suggestions are provided to eliminate this problem, such as improving the school environment, developing school curriculum, as well as supporting the roles of the family, the educational administration, the teachers, and other stakeholders.





Dr. Daniel Kirk

- Associate Dean in the College of Education and Executive Director of the School of Learning and Teaching and tenured Professor at Pacific University, Oregon (USA).
- Previously he was on faculty at the Emirates College for Advanced Education in Abu Dhabi, where he also led the Division of Leadership and Educational Policy.
- Served as Researcher in Education Policy at the Emirates Centre for Strategic Studies and Research (Abu Dhabi), and on faculty at the American University of Sharjah (UAE), Bahrain Teachers College and Macon State College, Georgia (USA).
- Served as Founding President of the Gulf Comparative Education Society and currently sits on several editorial and advisory boards.
- Has been commissioned by various educational organizations and government agencies to conduct bespoke consultancy services, ranging from quality assurance, assessment frameworks, graduate degree development and institutional research, policy and development.
- His current research examines educational innovation and policy formation in the GCC.
- Has published a number of articles and chapters in edited books and journals related to education in the Gulf States and policy formation.

Title: Global Problem, Local Solutions: The challenges and opportunities in preparing, recruiting and retaining effective teachers in 21st century Gulf States.

Abstract: There is a global shortage of teachers, which is leading to ever increasing competition among nations states and jurisdictions to find the best classroom practitioners for their schools. The scarcity is acute, felt in all regions around the world, highlighting a social policy imperative to overcome the issues of teacher shortage. Nation states are reassessing the role of the teacher in society, and the paths they offer to bring new teachers into the workforce. Yet the issue is not just supply, but retention. Teachers are also leaving the profession in ever growing numbers, creating a skills gap among the very core of seasoned professional practitioners who drive school systems. The governments that are beginning to overcome the shortage are those that take an holistic view to solving the problem. This paper will explore the multifaceted approach that is needed, including teacher recruitment, retention and development along with new models of evaluating teacher efficacy and performance. With direct reference to current moves among GCC states to meet their labor needs in education, this paper will also examine specific challenges and opportunities for the Gulf States, including public policy imperatives and the socio-cultural context in which these take place.





Dr. Khaled Albaker

- Director of Government Schools Reviews Directorate, Education and Training Quality Authority (BQA).
- Worked as a professor at Bahrain Teachers College, and served there as head of Educational Foundations and Management department, and chair of the department heads council.
- An experienced educational consultant and a member of several international and regional professional networks.
- Served as a key member in many national committees and worked as a consultant for several regional educational projects.
- An established researcher who published extensively in the fields of educational change, teachers' training and quality in education.
- A keynote speaker at several regional and international educational conferences.

Title: The teacher's role in facing educational wastage

Abstract: Quantitative statistics of students who drop out of formal education are no longer sufficient to judge the quality of educational systems. In other words, although it is crucial to keep students in schools and retain them in the formal educational system, it is equally important to acquire qualitative insight in this regard. Qualitative insight has become a key to understanding the main reasons for student dropout and hence finding the right solutions. This comprises analyzing teachers' practices and the challenges they encounter, especially those related to the school culture, time management, teaching and learning strategies, or assessment techniques. The issue can also be linked to the challenges pertinent to teachers' preparation, professional development and the relevance of available training programs to teachers' actual needs.

This paper aims to address the issue of students' dropout or disengagement according to the most recent approaches with a focus on the teacher's role in addressing emerging performance-related challenges. The paper also investigates the extent to which professional development opportunities are realistic, and whether they effectively impact teachers' performance and address their actual needs. Assessment of teachers' classroom performance is also discussed, and attention is drawn to pertinent effective empirical practices along with factors underpinning success.





Dr. Irmeli Halinen

- Has been the Head of the Curriculum Development and a Counsellor of Education in the Finnish National Board of Education (FNBE).
- Was the coordinator of the national curriculum reform 2012 - 2016.
- Has been involved in several national committees in education as well as national and international development and evaluation projects since the 1970s.
- Has been active in UNESCO/IBE, and worked as a curriculum expert and lecturer all over the world.
- Has been a member of the Finnish UNESCO Commission, and a member of the international Advisory Board for the Sustainability and Education Academy (SEdA).
- She belongs to the international Steering Committee of High Quality Problem Based Learning (by BIE).
- The author of several books and articles in education.
- Has been awarded the Badge of Honour by the president of Finland.

Title: Teachers' role in overall educational development in Finland

Abstract: In Finland, teachers have a central role in the development of the whole education system. Their role is especially visible in curriculum development both at the national and local level. Ms. Halinen, the Head of National Curriculum Development (emerita), examines in her presentation how school principals and teachers, and indeed whole schools, are involved in common development processes. The collaborative curriculum reform builds on the respect of teachers' professionalism and empowers them to give their experiences, dreams, and expertise for the common process. Mutual trust between national and local authorities and teachers is the key. The national core curriculum and local curricula are the most important tools for teachers in planning their own daily work. Their pedagogical autonomy is based on the high-quality education they have; all teachers must have Master's Degree. The extensive curriculum reform (2012-2016) is now in implementation phase, and the first experiences are encouraging when Finland is tackling with deep financial challenges and challenges of rapidly changing, digital society.





Dr. Abdewllah Sadawi

- Associate professor of educational evaluation, College of Education, King Saud University.
- PhD in Education (measurement and evaluation), Victoria University, Australia.
- Head of testing department at the National Center for Assessment, Kingdom of Saudi Arabia.
- A former supervisor at the General Directorate of Evaluation and Quality, Ministry of Education at KSA.
- Received the Award for Excellence in Research from the University of Victoria.
- Member of the International Association for Educational Assessment, and the Australian Association for Research in Education.
- Took part in developing education skills standards, evaluating learning resource centers, and developing professional competencies for student advisors.
- Participated in the standardization of career readiness examinations for the Saudi environment (OASIS-2).
- Contributed in developing teacher competency tests, designing educational assessment packages, and developing training courses on school readiness assessment.

Title: Evaluating teachers' performance using teacher professional national standards and the Teachers' role in reducing educational wastage at KSA

Abstract: Educational wastage, with both its qualitative and quantitative aspects, is a huge concern for educational systems, and particularly in Gulf states, often resulting in dissipation of efforts and resources. Nonetheless, although many factors underlie educational wastage, school- related variables, and in specific teacher's lack of competence in using classroom -based assessment, is a key factor leading to educational inefficiency. Some studies have indicated that difficulty of school tests, as well as teachers' inability to identify students at risk, so as to provide timely intervention, are the main reasons for students' failure and dropout. From another perspective, teachers' lack of competence in assessing higher order thinking skills and diversifying evaluation can result in inefficient educational outcomes, a main aspect of educational wastage. Certainly, this applies to Gulf states as well, which ranked low on some international assessments, such as TIMSS tests (TIMSS, 2015). With this in mind, the present paper attempts to investigate teachers' competence in student assessment as per the national professional standards for educational assessment in Saudi Arabia. The paper also discusses the results of the investigation, and provides recommendations that can assist in eliminating educational inefficiency.





Dr. Rima Karami -Akkari

- Associate professor of Educational Administration Policy and Leadership in the Department of Education at the American University in Beirut
- A PhD in Education from Portland State University with a specialty in [K-12] Educational Administration and Supervision.
- The university advisor for the Educational Management and Leadership program.
- The co-principal investigator and leader of the professional development activities in the TAMAM project- a research school based reform initiative.
- Designed and conducted professional development activities for school principals and supervisors.
- Published in international and local journals on the principal's role, approaches to professional development, program and organizational level evaluation, and models for school-based reform.
- Her research centers on understanding the current practices of school leaders, and designing approaches to build capacity among school practitioners to lead school improvement initiatives.

Title: Eliminating educational wastage: Teacher education as a key factor in developing the educational system

Abstract: Educational wastage along with its most prominent aspect- students' low academic performance- can lead to school failure and dropout, which are obvious indicators of the poor quality and low efficiency of education in most Arab countries. According to research studies, compared to other external institutional considerations, the teacher is a key factor contributing to students' poor academic performance. This might account for the perceived discrepancy in educational outcomes attained by schools of relatively homogenous surrounding contexts. Teacher education, especially in-service training, is thus of paramount importance to support teachers' role in fostering the efficiency of the educational system.

Given the importance of educational quality indicators and especially student performance, this paper presents a descriptive case study of TAMAM project as a new school reform initiative in the Arab world, launched in 2007, to enable teachers to exercise agency in solving educational problems. The paper presents the strategies adopted to build teachers' leadership skills. It also demonstrates the results of an empirical study carried out by the project staff to develop teachers' ability to practice inquiry, institutional change, and evidence-based decision making at the school level while building capacity for improvement.





Dr. Ora Kwo

- Chair professor at UNESCO.
- Has taught in the Faculty of Education at the University of Hong Kong for three decades,
- Has been awarded a University Teaching Fellowship for excellence in teaching.
- Her research and publications focus on teachers' learning and the power of community discourses in collaborative inquiry.
- Her key publications include *Developing Learning Environments: Creativity, Motivation and Collaboration in Higher Education* (2004), *Uncovering the Inner Power of Teachers' Lives* (2004), and *Teachers as Learners: Critical Discourse on Challenges and Opportunities* (2010).
- Participated in UNESCO global conferences and undertook consultancy assignments.
- Her current interests are centered on teacher development and leadership amidst competing discourses from policy and practice, and between forces in mainstream schooling and private tuition.

Title: Quality Education and teacher empowerment: Leadership amid reform and efficiency discourse

Abstract: With common aspirations for 21st development, global education reform initiatives tend to hold high expectations of teachers. The fact that every education system seems constantly to be reforming requires teacher to cope with continuous change. At the same time, high enrolment rates in private tutoring raise questions about the underpinning reasons for the scale of the phenomenon and the implications for management of the borders between schooling and supplementary tutoring.

For the committed teachers, professional learning and development are often experiences as battles not readily known beyond the private contexts of practice. The inquiring into teachers' learning reveals dilemmas and tensions between the visible and less visible, the immediate and the visionary, the managerial and the philosophical in our temporal and physical space of educational practice.

These themes have universality across the globe. Teachers at all levels are called upon to be leaders- in their classrooms, in their schools and in their communities. In all settings, it is important to examine the extent to which teachers are empowered to be leaders in the push and pull of contemporary pressures. This paper draws on the global discourse on the Four Pillar of Education (Delors, 1996; UNESCO 2015). It also reviews studies of curriculum and teacher development to identify the nature of teacher empowerment and its significance for leadership.





Dr. Kay Gallagher

- Associate Dean, College of Education, Zayed University, UAE
- An Abu Dhabi-based teacher in Higher Education, an educational leader, and a scholar in language education and language teacher education.
- Holds academic qualifications from the University of Kent; Trinity College, Dublin; the National University of Ireland; the University of Melbourne; Trinity College, London; and the University of British Columbia.
- Led education programs at the Higher Colleges of Technology, where she was Chair of the Education Department at Abu Dhabi Women's College,
- Served as the head of English and Education Studies at Abu Dhabi Education Council's Teachers' College.
- The founding Principal of a progressive multicultural school in Ireland,
- Worked as a teaching fellow in the Faculty of Education at the research-intensive University of Hong Kong.
- Presented her work at international conferences in Australia, Oman, Qatar, Singapore, the UAE, the UK, and the USA.
- Her most recent publication is a book chapter entitled 'From 'Late-Late' to 'Early-Early' Immersion: Discontinuities and Dilemmas in Medium of Instruction Policies and Practices' in Language, Identity and Education on the Arabian Peninsula.

Title: Towards High Impact, Learning Centered Teaching

Abstract: Although many of the factors that influence student success lie outside of the control of the teacher, recent research has firmly established that, after student characteristics are accounted for, the single most important influence on students' academic success is the teacher (Hattie, 2008; 2011). In this paper presentation, high impact teacher practices are discussed, including for example, teachers' use of formative assessment and teacher engagement with collaborative expertise. The move towards high impact, learning-centred teaching in the Gulf region is discussed, and the roles of reflective practice and action research in promoting student learning are addressed from the perspective of the presenter's involvement in the work of teachers in the region.



مدير عام مكتب التربية العربي لدول الخليج

**Director of The Arab Bureau of Education for
Gulf States (ABEGS)**



دور المعلم
في كفاءة التعليم



الدكتور علي بن عبد الخالق القرني

المؤهل العلمي :

■ دكتوراه في علم النفس التربوي، (١٩٩٠م) جامعة ويسكانسن / ماديسون- الولايات المتحدة الأمريكية

الخبرات المهنية

- معلم بالمرحلة الابتدائية، ١٣٩١هـ - ١٣٩٣هـ (١٩٧١ - ١٩٧٣ م)
- معلم لغة إنجليزية بالمرحلة المتوسطة، ١٣٩٧هـ (١٩٧٧ م)
- معلم لغة إنجليزية بالمرحلة الثانوية، ١٣٩٨هـ - ١٤٠٠هـ (١٩٧٨ - ١٩٨٠ م)
- مشرف على وحدة القياس والتقويم /التطوير التربوي /وزارة المعارف، ١٤١٠هـ (١٩٩٠ م)
- مدير عام البحوث التربوية ومشرف على مركز المعلومات بوزارة المعارف، ١٤١٣هـ (١٩٩٣ م)
- الأمين العام للجنة العليا لسياسة التعليم، ١٤١٨هـ (١٩٩٨)
- المشرف العام على مدارس المملكة، ١٤٢١هـ (٢٠٠٠ م)
- مدير مكتب التربية العربي لدول الخليج، ٢٠٠٥ وإلى الآن

Dr. Ali bin Abdul Khaliq Al-karni

Education:

PhD in Educational Psychology, University of Wisconsin - Madison, USA, (1990)

Experience

- Elementary School Teacher, Ministry of Education, 1971 – 1974
- Secondary School Teacher of English, Ministry of Education, 1977 – 1980
- Coordinator of the Evaluation and Assessment Unit, Ministry of Education, 1990-1993
- Director General of Educational Research and Head of the Information Center, Ministry of Education, 1993-1998
- General Secretary, Supreme Commission for Educational Policy, 1998 – 2000
- Supervisor General of the Kingdom Schools, Riyadh, 2000-2005.
- Director General - Arab Bureau of Education for the Gulf States, 2005 – Present

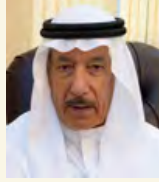


مدير المركز العربي للبحوث التربوية لدول الخليج

**Director of Gulf Arab States Educational
Research Center (GASERC)**



دور المعلم
في كفاءة التعليم



الدكتور سليمان ابراهيم العسكري

المؤهل العلمي :

دكتوراه الفلسفة في التاريخ الإسلامي (١٩٨٤م) - جامعة مانشستر - بريطانيا

الخبرات المهنية

- معيداً بجامعة الكويت ١٩٧٢-١٩٧٨م
- محاضراً بجامعة الكويت ١٩٨٤-١٩٩٤م
- أميناً عاماً مساعداً للمجلس الوطني للثقافة والفنون والآداب ١٩٨٢-١٩٩٣م
- الأمين العام للمجلس الوطني للثقافة والفنون والآداب ١٩٩٣-١٩٩٨م
- رئيس تحرير مجلة العربي ١٩٩٩-٢٠١٣م
- مدير المركز العربي للبحوث التربوية لدول الخليج، ٢٠١٥م وإلى الآن

Dr. Sulaiman Ibrahim Al-Askari

Education:

- PhD in Islamic History (1984) - Manchester University, United Kingdom

Experience

- Associate Lecturer at Kuwait University 1972-1978
- Lecturer at Kuwait University 1984-1994
- Assistant Secretary General of Kuwait National Council for Culture, Arts and Letters (NCCAL) 1982-1993
- Secretary General of Kuwait National Council for Culture, Arts and Letters (NCCAL) 1999-2013
- Director of Gulf Arab States Educational Research Center (GASERC) 2015- to date



مديرو المركز العربي للبحوث التربوية لدول الخليج السابقون

**Former directors of Gulf Arab States
Educational Research Center (GASERC)**



دور المعلم
في كفاءة التعليم



الأستاذ الدكتور مرزوق يوسف الغنيم

المؤهـل العلمـي :

- دكتوراه في العلوم (ميكروبيولوجي) - كلية العلوم - جامعة الأزهر - ١٩٧٩م - جمهورية مصر العربية.

الخبرات المهنية

- مدير معهد المعلمين ١٩٨٢-١٩٨٦م
- عميد كلية التربية الاساسية بالهيئة العامة للتعليم التطبيقي ١٩٨٦-١٩٨٨م
- رئيس قسم العلوم كلية التربية الاساسية ١٩٨٩-١٩٩٥م
- مدير المركز العربي للبحوث التربوية لدول الخليج ٢٠٠٣-٢٠١٥م

Prof. Marzouk Youssef Ghoneim

Education:

- PhD in Science (Microbiology), College of Science- Al Azhar University- Egypt (1979)

Experience

- Head of Teachers' Institute 1982- 1986
- Dean of Basic Education College - the Public Authority of Applied Education and Training 1986-1988
- Head of the Science Department at the College of Basic Education 1989-1995
- Director of Gulf Arab States Educational Research Center (GASERC) 2003- 2015





الدكتور رشيد حمد الحمد

المؤهل العلمي :

- دكتوراه الفلسفة في تطوير توجيه العلوم (التربية) ١٩٨٧م

الخبرات المهنية

- وكيل وزارة التربية المساعد للتخطيط والتنمية ١٩٨٦-١٩٩٢م
- مدير المركز العربي للبحوث التربوية لدول الخليج ١٩٩٢-٢٠٠٣م
- وزير التربية ووزير التعليم العالي ٢٠٠٣-٢٠٠٦م
- سفير دولة الكويت لدى جمهورية مصر العربية ٢٠٠٧-٢٠١٣م

Dr: Rasheed Haamd Al Hamad

Education:

- Ph.D in Education, with a specialty in Developing Supervision of Science Education 1987

Experience

- Assistant Deputy Minister of education for Planning and Development 1986-1992
- Director of Gulf Arab States Educational Research Center (GASERC) 1992-2003
- Minister of Education and Higher Education in Kuwait 2003-2006
- Ambassador of Kuwait to the Republic of Egypt 2007-2013



الأستاذ محمد عبدالله علي الصانع

المؤهل العلمي :

- ماجستير آداب ١٩٦٦م - القاهرة - مصر
- دورة دراسية جامعة ميشيجان بالولايات المتحدة الأمريكية.

الخبرات المهنية

- وكيل مساعد لشئون التعليم العام - وزارة التربية ١٩٧٨م
- مدير المركز العربي للبحوث التربوية لدول الخليج ١٩٧٨-١٩٩١م

Mr. Moamed Abd Allah El Sanea

Education:

- Master of Literature, Cairo- Egypt 1966
- A course of study in Michigan University -the United States of America

Experience

- Assistant Deputy Minister of Education for General Educational Affairs 1978
- Director of Gulf Arab States Educational Research Center (GASERC) 1978-1991

