Call for contributions:
"Repository of promising teaching and learning practices in the Arab Region"

**Project background and scope**

In collaboration with and the generous support of the Arab Thought Foundation (ATF), UNESCO Office in Beirut (UBO) is preparing a “Repository of promising teaching and learning practices in the Arab Region” (Repository/Compendium)\(^1\).

The Repository will be published in both Arabic and English as a Compendium that will include curated examples of promising teaching and learning (T&L) practices contributors will submit by completing a template based on self-assessment reporting. It will also include a comprehensive introductory study that will be based on both: (a) the outcomes of a literature review on the topic; and (b) the important issues and trends identified in the collection of promising T&L practices that are included in the Compendium.

The Repository (Compendium) responds to the need of learning from one another and building on effective T&L practices in the Covid-19 pandemic and post-pandemic context, by drawing on lessons learned regarding in-person, remote/online and hybrid/blended learning and the integration of (traditional and new) technologies across the curriculum. It will moreover address the issue of implementing forward-looking T&L practices that are empowering learners in the context of enabling learning environments, be they face-to-face and/or virtual spaces.

The Repository responds to the many requests teachers in the Arab Region teachers voiced on the need of them being assisted with a pool of resources that document promising practices across K-12 stages. As documented in several studies on teacher continuous professional development, privileged ways for teachers to improve their teaching competencies are related to peer-to-peer learning and learning from expert teachers/mentors.

As also documented through several studies, webinars and other exchanges over recent years, public and private schools in the Arab countries have demonstrated an impressive capacity to innovate and generate added quality towards reaching SDG4 goals. This is applicable especially about developing basic skills; skills for life and work; implementing inclusive learning solutions; and implementing programmes on Global Citizenship Education (GCED) and Education for Sustainable Development (ESD) – SDG4.7 target.

The Tarbiyah21 “Repository of promising T&L practices” initiative constitutes an attempt of documenting such practices in a systematic way, to serve as a knowledge and capacity development data basis in the spirit of learning from, and mutually reinforcing one another.

\(^{1}\) Henceforth called Repository.
The overall goal of the Repository is to support teacher continuous professional development in the Arab Region based on learning from one another and focusing on promising grass-root initiatives/practices that have a potential of being replicated and scaled up.

It is expected that at the end of the project, the following will constitute outstanding outcomes:

- A self-assessment tool for teachers to report on their teaching and learning practices based on clear-cut and comprehensive criteria;
- An edited collection/repository in Arabic and English of a number of promising practices from Arab countries with regard to teaching and learning across K-12;
- A published document in Arabic in English including the selected and edited/curated promising practices, as well as an introductory study on notable issues and trends with regard to teaching and learning in the Arab countries (i.e. why are these practices promising; what can we learn from them; what issues and trends can inspire policies in the region towards replicating/scaling up such practices);
- A Report of a workshop to launch and share the Repository and invite teachers, teacher trainers and other stakeholders to make good usage of it in the context of sharing and capacity development activities at national and school levels.

**What are considered “promising teaching and learning practices”**

While “promising – or effective - practices” in education can be defined based on different criteria, it is widely accepted that such practices are usually deemed “promising”, because:

- They demonstrate the teachers’ capacity to apply innovative and customize solutions in their fields of action (i.e. subject areas/subjects; cross-cutting issues; and extra-curricular activities), for instance through applying curriculum adjustments; innovative teaching and learning strategies, including based on ICTs; and formative assessment strategies;
- They respond to the different learner needs in an inclusive way by facilitating quality learning outcomes, including higher-order thinking skills, and competencies for life and work; and by providing psycho-social support and motivating learners to overcome learning difficulties and make relevant progresses in their learning;
- They are the result of close cooperation between schools, parents and the community at large, based on which stakeholder involvement and support creates added value to the school curriculum and resources, such as through community service and/or community support to developing competencies for life and work;
- They reflect “schools working as one” efforts (whole-school approaches – WSA), whereas teachers plan, implement and monitor learning activities together, by working as one, so as to avoid overlaps and learning/curriculum overload while allowing for appealing and user-friendly learning activities that engage the “whole-learner” (i.e. cognitive development, social-emotional learning; motor and practical/application skills);
- They integrate forward-looking concepts of learning, such as ICTs-enabled learning and networked learning, problem-solving-based learning and other modalities of engaging learners based on up-to-date teaching and learners strategies that include practically-oriented activities, games, etc.
They are **inspirational for other teachers**, as well as for parents and other stakeholders, including teacher trainers and policy and decision makers, being thus used as models of good practice with a view to inspire policy changes and to be multiplied/scaled up;

They **generate teacher and learner motivation** to overcome challenges and engage in meaningful life-long learning efforts;

They constitute an **appropriate and timely response to emerging challenges and situations**, such as the ones generated in the context of the Covid-19 pandemic and the post-pandemic context.

These criteria will be considered in selecting the contributions to be included in the Compendium. The Template attached to the Call for contributions includes items where contributors can explain what they consider their shared practices as promising, i.e. bringing about added value to the quality of teaching and learning processes and of learning outcomes.

**What topics/examples could be covered?**

Potential contributors to the Repository (Compendium) are invited to share one or two examples of their promising T&L practices (each in separate Templates) that are relevant to the following areas:

1. **Teaching and learning across K-12**
   Such as:
   - Methods and strategies to engage learners in the context of interactive in-person, remote/online, in-person and hybrid/blended learning (for instance, stimulating students’ research; involving them in project work, games, and activities in peers and small groups)
   - Integration of traditional and new technologies
   - Adjusting the curriculum to learner needs and environments while observing national curriculum guidance

2. **Developing life skills (competencies for learning, life and work)**
   Such as:
   - Thinking skills, including higher-order thinking skills, such as creativity and problem solving
   - Communication and cooperation skills (such as in the context of pair and team work)
   - Social and emotional learning (SEL – such as managing emotions, taking decisions, developing empathy, demonstrating solidarity)
   - (Global) Citizenship skills
   - Sustainable development skills
   - Media and social media skills (such as critical management of media and social media messages; using media and social media for learning purposes)

3. **Using (traditional and new) technologies across the curriculum**
   Such as:
   - Integration of traditional and new technologies across K-12 curricula and in the context of extra-curricular activities
   - Usage of traditional and new technologies to enhance learning environments
Usage of traditional and new technologies in performing meaningful learning assessment

   Such as:
   o Identifying learning gaps and specific learner needs (for instance, regarding basic skills, such as literacy and numeracy; ICT skills; subject-bound knowledge and skills; learning to learn skills and other cross-cutting skills, such as social skills; communication; thinking skills; and motor)
   o Developing support strategies and materials to overcome learning loss
   o Making learning relevant to students’ lives

5. Learning assessment
   Such as:
   o Methods and strategies of formative and summative learning assessment in the context of in-person, remote/online and hybrid/blended learning
   o Integration of traditional and new technologies in learning assessment
   o Assessing learning gaps, needs and learning progression/achievements/improved results

6. Enabling learning environments
   Such as:
   o Learner, teacher and parents well-being
   o Psycho-social support
   o Learner-friendly, pleasant and safe environments
   o Engaging learners in classroom and school decision making
   o Access to resources
   o Transparent communication and decision making

7. Collaborating with parents and other stakeholders
   Such as:
   o Communicating with and engaging parents in school activities
   o Supporting parents in developing ICT skills
   o Supporting parents in assessing their children’s learning gaps, needs and progression

8. Contributing to whole-school approaches (i.e. schools working as one)
   Such as:
   o Planning learning activities with fellow colleagues
   o Peer learning (including through mentoring)
   o Other (school-based) teacher professional development activities
   o Specialized courses offered to teachers
   o School networking and communities of practice

9. Contributing to teacher training and continuous professional development, and to communities of practice
   Such as:
   o Innovative methods in initial teacher training
Innovative approaches to continuous teacher professional development
Engaging teachers in effective and sustainable communities of practice
Using traditional and new technologies to support teacher training and continuous professional development

10. Contributing to educational research
Such as:
- Conducting grassroots research on what works, why and under what circumstances
- Contributing to other types of research, including national, regional and international studies – and using research outcome to improve T&L practice
- Sharing research findings and experiences via communities of practice
- Communicating research outcomes and lessons learned to parents and other stakeholders

Who can contribute?

Contribution to share promising teaching and learning practices are expected from:
- Individual teachers
- Teacher networks/Communities of practices
- Schools/School networks
- Teacher trainers
- Institutions involved in continuous teacher professional development (i.e. Ministries, Teacher agencies, NGO, INGOs, regional and international organizations)
- Universities/Departments of Education
- Outstanding education initiatives/Education Laboratories
- Private sector/businesses (i.e. Education/ICT companies)

How to send your contribution

Potential contributors are kindly invited to complete the attached Template with all the relevant information requested, however not exceeding two pages. Completed Templates can be sent in one of the following languages:
- Arabic
- English
- French

As the Templates selected will document self-reported promising teaching and learning practices, it is of utmost importance that the practices are well described, and that contributors provide a substantive rationale regarding why they think such practices are relevant and promising.

In addition to sharing the Template, contributors can also opt to share voice messages via WhatsApp.

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2 Depending on the situation, teachers may request the permission of their supervisors/school leadership to share their promising practices.
The selected contributions to be included in the Repository (Compendium) will be curated by UNESCO Beirut in accordance with the criteria shared in the Call for contributions. To this purpose, contributors may be contacted for additional information/clarification.

The selected contributors will be dully acknowledged in the published Repository (Compendium).

**Deadlines**

Contributions based on the attached Template are expected in either Arabic or English no later than 15 October 2022.

**Contact person(s)**

The duly completed contributions will be sent to the email address:

**tarbiyah.repository@gmail.com**

*to the attention of Dr. Mona Baroud Nabhani*, UNESCO Beirut consultant and *Mr. Elie Imad*, UNESCO Beirut Programme Assistant

For WhatsApp message please use the telephone number of Dr. Mona Nabhani:

00961 – (0)3367072