

Periodic Report on the State of Education Quality in Arab Countries and Progress Made in Achieving the Goals of Sustainable Development Goal 4 (First Report – 2025)



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UNESCO Regional Centre for Quality and Excellence in Education (UNESCO
RCQE)

Jubail Industrial City, Kingdom of Saudi Arabia

Statement about the Report

This report is one of the initiatives implemented by the UNESCO Regional Centre
for Quality and Excellence in Education, within its plans and programs aimed at
promoting the quality and excellence of education in Arab countries, and supporting
regional and international efforts to achieve the goals of Sustainable Development
Goal 4 and implement the decisions of its Governing Council and the objectives of
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The Centre's Staff

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Executive summary

EDUCATIONAL RESEARCH



Executive summary

Background of the research project

Quality has become an international strategic goal required in every educational system in the world. This is highlighted in the United Nations 2030 Agenda for Sustainable Development, which includes seventeen goals, including the fourth goal (quality education). This requires "ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all.". This strategic goal realizes two primary objectives: universal education for all and quality education. Seven targets underline this goal that all UN member states have committed to implementing by 2030.

Commitment for achieving quality education called for accelerating the pace of work to improve education and enhance opportunities for all so that every individual can enjoy an equitable and quality education. Therefore, the Regional Center for Quality and Excellence in Education seeks to play its anticipated role by implementing the current study that aims to identify the reality of education quality in Arab countries; and it works to enhance exchange experiences of best practices in the quality of education. The case study contributes to disseminating the content of the 2030 Sustainable Development Goals related to the fourth goal and its objectives among various stakeholders concerned with education in Arab countries, thus formulating proposals to improve and develop education through educational indicators for the quality of education in Arab countries.

Chapter One

Includes general framework of the study and research project which describes the importance of the research report for the state of education quality, the main and sub-objectives, and the limitations (spatial and temporal) of the report. The chapter explains the data collection methodology, which relied on two approaches.

The first is the theoretical research aspect, which relies on exploring available information sources on education in Arab countries. This includes: gathering and reviewing reports and data available on the websites of ministries of education, ministries of higher education and scientific research in Arab countries, data available on the websites of international and regional bodies such as UNESCO, UNICEF, the UNDP, the World Bank, ALECSO, and others.

The applied approach constituted the most important part of this analytical study. A collecting data questionnaire was designed which was divided into two sections: a) A section on general formal education, required information on education systems and legislation. It also entails statistics, as well as education indicators on enrolment in education, internal and external efficiency of education, and the available environment. b) A section on higher education in Arab countries, which required statistical data on universities, as well as data on research

centers in these universities, and periodicals and journals issued by the universities. Ministries of Education and Ministries of Higher Education in Arab countries completed the questionnaire affording available data in higher education.

Chapter Two:

This refers to population, human development, and their conditions in Arab countries. The populations of Arab countries share similar characteristics that influence education and the level of social services, characterized by a young and dynamic population and active population movement. For example, migrant workers in Gulf States, internal migration and displacement from rural to urban areas in African Arab countries, and external migration due to conflicts or environmental problems such as floods, desertification, or others. These economic, social and political characteristics and conditions are reflected in the level of human development and therefore in each country's position in the Human Development Index (HDI). The Index is composite index focusing on three basic dimensions of human development: to lead a long and healthy life, the ability to acquire knowledge, and the ability to achieve a decent standard of living. According to this Index, countries are divided into four groups: "Very High Human Development", "High Human Development", "Medium Human Development" and "Low Human Development." The following chapters, which deal with education indicators and the state of education quality in Arab countries, emphasize how these levels of human development are directly reflected in education.

Chapter Three:

The content of this chapter is guided by the framework for quality of education provided by UNESCO to help countries rationalize their policies and processes for achieving quality education. This framework contributes to understanding the key elements of education systems (inputs, processes, and outputs) and how they interact to affect teaching and learning processes and directly control the quality of education. It provides a set of indicators that can be applied in all educational systems, taking into account the context of each country as well. This chapter focuses on the inputs of the educational process, represented by laws, regulations, policies, and financial, material and human resources.

Most Arab countries have committed to providing educational opportunities for all, guaranteeing free education for all children through legislative and legal agendas, committing to spending on public education, allocating qualified human resources, and providing a suitable environment for all categories of students. There were evidences that most Arab countries are close to achieving basic education for all, opening up opportunities for inclusion for disabilities, and providing equal opportunities between the sexes. However, on the other hand, there is a percentage of children of school age who are still out of school (14%), a percentage that exceeds the global rate (8.8%).

Chapter Four:

It moves closer to assessing the educational reality from the perspective of educational processes, learning outcomes, and the expected social and economic returns. This assessment is based on the targets of Sustainable Development Goal 4 and the commitments of Arab states to achieving these targets.

Educational indicators related to teaching and learning processes show that the learning time available to children in schools in Arab countries is less than the global average, in addition to a wide disparity in the annual learning time available among the Arab countries themselves, which highlights one of the factors affecting the acquisition of knowledge skills in school subjects.

Teachers in Arab countries also spend an average annual teaching hours higher than their counterparts in developed countries. However, a number of Arab countries, facilitated by their financial resources and level of economic growth, have been able to provide a better standard for teachers in terms of teaching load, promotion policies, and professional development. The general trend is towards establishing a professional image for the teaching profession, with available policies for teacher selection and appointment conditions, and various professional development measures.

The curriculum in Arab countries takes a traditional approach, applying separated subjects in religious education, languages, social studies, mathematics and science, while information technology has become as a distinct subject in the curriculum. Contemporary life skills do not appear in the curriculum as clear choices, although there are initiatives and efforts by some Arab countries to keep pace with developments in the 21st century. Religious education and Arabic language are considered the common denominator among Arab countries, while other study subjects are concentrated around three main areas: foreign languages, mathematics and science and information technology, and humanities and social sciences. Global citizenship and the values of peace, social security and coexistence were included in the curriculum either separately or integrated with other subjects and extracurricular educational activities.

The levels and quality of outcomes obtained from basic education vary according to the political, economic, and social conditions in Arab countries. Internal and regional conflicts and insecurity in several Arab countries in recent years, including displacement and refugee movements, have impacted the efficiency of the education system and its ability to retain learners, affecting a range of education indicators. These include the number of school years children spend in school and the rate of completion of education. Indicators of gender inequality and indicators of inequality between public and private education, as well as between the educational levels, have also emerged.

The ability of educational indicators to reveal students' cognitive learning outcomes, is reduced due to the lack of available data on students' performance efficiency in basic subjects such as reading and mathematics. It seems clear that the evaluation of educational outcomes – despite the availability of the basic infrastructure – has not matured to provide a sufficient information

base for the educational system. However, there are some positive signs that appear with the participation of a number of Arab countries in international assessments, which can reveal the competitiveness of educational outputs on the global stage.

Chapter Five:

It deals with university education and reviews the educational situation in Arab countries in terms of academic education on the one hand, and research on the other. Strategic plans for developing the higher education sector are available in most Arab countries, which examine possible development opportunities in the sector, including pre-university education - applied and technical education.

Higher education institutions have expanded and spread in various disciplines, and the private sector has played a role in this expansion, providing greater opportunities to meet the exceeding social demand for higher education. Pre-university education institutions constitute a significant force in Arab countries in providing suitable and diverse job opportunities that meet the needs of the labor market, and at the same time, a number of them are linked to flexible pathways with university education.

University higher education opportunities varied significantly among Arab countries. The share of private sector and its contribution to investment in this education was a major factor in this disparity, as policies in some countries allowed this sector to invest in university education, while other countries had more cautious actions.

The university education system in a number of Arab countries also shows that there are noteworthy initiatives in launching a range of contemporary scientific disciplines to keep pace with the requirements of the 21st century. A number of countries have attempted to offer a number of these disciplines in government university institutions, such as artificial intelligence, cybersecurity, renewable energy and robotics.

The disparity between Arab countries themselves is evident in the field of scientific research in university institutions. Some countries have completed the stage of building capacities and infrastructure for research, including diverse research centers and qualified human resources, while others remain below the required level. A general result that stands out for all Arab countries is the lack of available databases for research output data and the level of human resources qualified for research. Moreover, the data available shows that the level of scientific research in Arab countries in general is lower than the global level.

The indicators show the level that some universities in Arab countries have reached at the international level by reviewing the results of the ranking of Arab university institutions in Arab and International rankings. The results point to several strengths and weaknesses in higher education institutions, and in general, ranking of most universities is below the average in the global higher education institutions. The positive side, however, a number of Arab universities have achieved good rankings in several of these classifications, which at least provides important indicators of the most important factors of success and excellence in these universities to be emulated in the course of university life in Arab countries.

Chapter Six

The most important findings of this research project on the state of education quality in Arab countries provide a practical vision of the important possible routes of change and development priorities that the project suggests Arab countries should initiate in the near future. The Human Development Index referred to earlier in this summary are employed in reviewing the most important findings in chapters two, three, four and five. This clarifies the extent to which the benchmark values of the 45 indicators have been achieved, in order to identify how much close or how much far Arab countries are from achieving the benchmark values, which allow to draw a portrait of the education system and its features. This vision has contributed to drawing a vision map for each group of countries according to the level of human development index, and for each country individual. It includes a vision of urgent and pressing priorities and possible areas of change in five areas: legal frameworks and regulations – resources allocated to education – teaching and learning processes – educational outputs – university education.

Chapter Seven

Special case reports on quality in education in Arab countries, including a comprehensive statistical summary for each country. It briefly reviewing the most important data on population, education system, student statistics, educational indicators reviewed in the research project, as well as each country's position in each indicator compared to the reference benchmark values.

SUSTAINABLE DEVELOPMENT

Chapter I.

The general framework of the research project



Chapter I.

The general framework of the research project for the periodic report on the state of quality of education in the Arab countries

Introduction:

Education has been and is still an engine of change and a tool for reform and development in different societies, from which the formation of the individual begins and the formation of his values, orientations, knowledge and skills, and from which societies are formed and the adoption of their present and future. The levels of growth in societies and the extent of their progress have always been linked to the extent of the development and progress of education, and have been influenced by how it is planned, managed, monitored and monitored. Since educational institutions are institutions that produce competencies and expertise capable of innovation, creativity and raising the economic level in society, they and the quality education they contain lead to a healthy and sustainable life, and thus to the formation of a society capable of survival and giving.

Accordingly, quality came to impose itself strongly in the education system as an effective and appropriate arbitration mechanism for various education programs and to appreciate their efficiency in keeping with the requirements of the present age and keeping pace with it and building and sustainable development of the human being. In recent decades, the international community has begun to build and formulate practical strategic frameworks for assessing the quality of education in order to ensure that it achieves its major goals and objectives. These frameworks were founded on a set of global strategic visions for education, notably the document "Dakar Framework for Education for All by the year 2015" (UNESCO, 2000), followed by the 2030 Agenda for Sustainable Development (United Nations, [U.N] 2015), in which education emerged as a separate goal (the fourth goal: quality education), followed by the Incheon Declaration and Framework for Action to achieve the Fourth Sustainable Development goal of Education to the year 2030 (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2016). Hence, the requirements for achieving quality education for reform and development were based on the recommendations of the seventieth session of the United Nations General Assembly, when Member States adopted the Agenda for Sustainable Development to the year 2030 (United Nations, 2015). The Plan has seventeen objectives, including the fourth in the field of education, which stipulates:

"Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"

This objective is accompanied by seven indicators :

- By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

- By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.
- By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.
- By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.
- By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.
- By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.
- By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

Within this global system, the Arab countries coordinate among themselves in order to achieve common goals and fulfill commitments and commitments at the regional and international levels. This effort requires accelerating its initiatives to improve quality and opportunities for all, despite all the challenges, in order to rebuild better, which requires attention to cooperation and coordination at the local, regional and international levels (Regional Centre for Quality and Excellence in Education, 2020 (a)).

The current research project seeks to identify the reality of the quality of education in the Arab countries, its reference framework and the mechanisms of regulation and application, to prepare a comprehensive report on the state of quality in these countries in the light of international standards and trends. Based on the requirements of the Regional Centre for Quality and Excellence in the Kingdom of Saudi Arabia, the current framework includes the following themes:

- Main and sub-objectives of the report
- Importance of the report
- Report limits (substantive, spatial and temporal)
- Methodology of the research project of the report
- Terms of the report
- Provide an introduction to the content of the chapters of the report

This report is based on the available sources and information on the quality of education, its indicators and methods of measurement, in addition to the available reports and plans on education in the Arab countries to be a special report on the quality of education in the Arab

countries from the perspective of achieving the fourth goal of the Sustainable Development Goals. The periodic report will be a descriptive and analytical report that will contribute to drawing a picture of the future of education quality in the Arab countries and is the first of the series of quality education reports in the Arab world, which will be issued every two years.

1. Main and sub-objectives of the research project:

1.1. Main objective: To prepare a report on the state of education quality in the Arab countries in the light of contemporary international standards and trends.

2. Sub-objectives: Another set of objectives is derived from the main objective:

- To identify the reality of the quality of education in the Arab countries, its reference framework and the mechanisms of organization and application.
- Promote mutual learning between best practices in education quality at the regional and global level with an analytical reading of education quality systems and experiences in a number of developed countries.
- Contribute to the dissemination of the contents of the 2030 Sustainable Development Goals related to the fourth goal and its objectives.
- Improving and developing education through educational indicators of the quality of education in the Arab countries.

2. The importance of the report:

- The report examines the state of quality of education systems in the Arab countries and provides feedback to decision makers and officials in the ministries of education and in higher education in the targeted countries.
- This report provides important indicators of changes in a range of teaching and learning areas such as curricula, teaching, infrastructure, etc., alerting education policymakers to the impact and consequences of past reform and development efforts.
- This report is likely to draw the attention of decision makers to some areas that need improvement as specific regions, levels of education, or others.
- This report is a model for subsequent reports on the quality of education in the Arab countries, as previous reports on the Arab countries did not focus on the quality of education in these countries. The report will shed light on the various opportunities, challenges and potential benefits of implementing quality education in light of the established standards, the Arab model of quality in education, and international trends in education quality.

3. Limits of the report:

3. 1. Spatial limits:

- Ministries of Education and Universities in the Arab countries sample research project.
- This report covers the status of quality education in the context of achieving the fourth goal in the following twenty-two Arab countries: The Arab Republic of Egypt, the People's Democratic Republic of Algeria, the State of Libya, the Republic of Sudan,

the Republic of Tunisia and the Kingdom of Morocco. Republic of Djibouti, Republic of Comoros, Islamic Republic of Mauritania, Republic of Iraq, Republic of Somalia, Lebanese Republic, Occupied State of Palestine, Hashemite Kingdom of Jordan, Saudi Arabia, Syrian Arab Republic, State of Kuwait, Kingdom of Bahrain, Sultanate of Oman, State of Qatar, United Arab Emirates Republic of Yemen.

3. 2. Time limits:

- The research report will include a snapshot of education in the Arab countries and periods of time dating back to the previous two decades.
- If indicators and national or international reports are used to reflect the quality of education in a number of areas, and because they will be used as indicators that are comparable between countries at the regional and global levels; The Study Group would prefer to rely on recent releases and indicators in time; To avoid incorrect comparisons from versions with different or different dates.

4. Methodology of the research project:

The report follows the descriptive and analytical approach to consider the quality of educational systems in the Arab countries in light of quality standards, the standards of the Arab model of quality and excellence in education, and international trends for the quality of education.

4. 1. Sources of data collection:

The research report is based on the following sources:

Official documents issued by regional and international organizations

The United Nations issued the "Framework of Global indicators for the Goals and targets of the 2030 Agenda for Sustainable Development" (United Nations, 2020) and the detailed indicators that follow it in monitoring quality tracks and programs in the Arab States. This publication has developed a guide for all countries to follow and monitor their course of action and its development in the field of the fourth goal "quality education".

The Regional Centre for Quality and Excellence in Education, entitled "Quality of Education in the Arab World: statistical indicators and comparisons" (RCQE, 2016), which includes the most important quality indicators related to educational inputs, processes and outputs, as this publication also includes the follow-up of quality indicators at the level of the Arab countries within the same frameworks used by the United Nations.

- Educational reports and national scientific studies related to the quality of education in the Arab countries, making the best possible use of relevant regional and international reports to achieve the objectives of the report.
- Documents and reports of international experiences to introduce programs on the quality of education in their educational system, and the comparison will be with many problems, for example: The experiences of countries applying the quality system of

education, with advanced level of education, and education according to the latest studies and data published by internationally accredited organizations.

Field surveys

- A form for collecting data on public education in the Arab countries, including a request for comprehensive data on the education system, student and teacher statistics and basic education indicators (annex 3-1).
- All data on university education in the Arab countries, including requesting data from the authorities concerned with university education on students, teachers and scientific research centers (annex 3-2).

Educational indicators related to the quality of education published in the reports of international and regional organizations.

4. 2. Method of data collection:

There are multiple approaches and approaches for the research team to implement the proposed methodology, including:

- Establishing a basic database for the Arab countries, which includes three sections according to the basic components of the report: (A) population and human development in the Arab countries, (b) public education and higher education in the Arab countries, and (c) quality indicators in public education and higher education in the Arab countries. All of the sources mentioned above will be used in the configuration of these rules after confirming their reliability and the timeliness of the data.
- View the websites of the ministries of education and the ministries of higher education and scientific research in the Arab countries and monitor all available data related to education and quality indicators.
- Identifying the most important basic requirements of information and data on education and quality of education, which are supposed to be requested directly from the ministries of education and the ministries of higher education and scientific research in the Arab countries, including, for example, relevant reports, important statistical data not obtained in the databases that have been formed, and important educational indicators; related policies, plans and programs.
- Communicate with the concerned in the ministries of education in the Arab countries to provide these requirements through the Regional Center for Quality and Excellence.
- Take advantage of all official, scientific and educational sources mentioned in the previous section and see them where necessary.
- Analysis of qualitative and quantitative data collected; An analysis based on the integration of these data with the aim of reaching accurate and reliable statistical conclusions. This type of analysis is called meta-analysis (meta-analysis).

5. Terms of the report:

This item highlights the basic concepts of quality education in public and higher education that will be reflected in this report. We focus on the concepts of quality and educational indicators.

5. 1. Quality:

Based on the global agreement on the role of education and its importance in achieving the 2030 Agenda for Sustainable Development, quality affairs have become a global matter in educational systems and not only national or regional, and imposed on each country a moral and political obligation by virtue of its belonging to the world and considering its role as an important part in achieving the global development goals. The discourse on quality in education began decades earlier, but became a requirement stated in the Declaration on Education for All at the 2000 Dakar Conference, where the sixth objective explicitly stated: "improve all qualitative aspects of education and ensure excellence for all so that all learners achieve clear and tangible results in education, especially in literacy, numeracy and basic life skills" (UNESCO, 2000, p. 17).

The Education for All Global Monitoring Report (UNESCO, 2004) provided a conceptual quality framework that includes an operational definition of quality at the international, regional and local levels to assist States in rationalizing their policies, actions and processes in this area (UNESCO, 2003). It contributes to the vision of the main elements of education systems and how they interact as different dimensions that affect the core of teaching and learning processes and control accordingly the quality of education.

- Learner characteristics: Including demographic variables, susceptibility, persistence, school readiness, prior knowledge, obstacles to learning.
- Educational context: Including local economic conditions, social, cultural and religious factors, public resources available for education, parental support, national standards, teacher attitude to learning processes and learners, time available for instruction, and homework.
- Enabling inputs: These include human resources of teachers, managers and mentors, teaching and learning materials, and physical infrastructure and facilities.
- Teaching and learning processes include learning time, teaching methods, assessment, incentives, and class intensity.
- Outputs: Including literacy and numeracy skills, values, life skills, and creative skills (UNESCO. 2004).

The previous framework takes the input-process-output approach, but attempts to go beyond it by paying attention to different aspects of inputs and processes; They remain included in education and quality indicators, such as teaching and learning processes, learning context, and learner characteristics.

However, quality in education goes beyond considering only the educational processes and their outcomes in terms of learners' gains, it also includes the characteristics of educational systems and the extent to which they can achieve equity and equity among learners according to their backgrounds and needs, and narrow the significant gaps between them. Within the framework of the Dakar Action Project "Education for All", UNESCO has developed a detailed objective and strategy document containing frameworks for regional action with indicators of equity in education, justice and educational opportunities for different groups (EFA¹), but it remains on the international educational scene in order to always arrive at the true and correct picture.

5.2. Educational indicators:

The International Encyclopedia of Education defines educational indicators as "descriptive statistics of key aspects of education that allow those who use them to evaluate and monitor schools, teachers, programs and students" (Creemers & Kyriakides, 2010). Educational systems as well as international organizations are committed to using and employing educational indicators as a tool for educational evaluation and reform because of their ability to detect the process of educational systems and practices; It is also used as a tool for monitoring and accountability. In some literature, they are called early warning systems that disclose the health and vital signs of an education system (Rodney Ogawa, Ed Collom, 1998). Here, the importance and function of the educational indicator is highlighted in order to be considered as a genuine tool for evaluation, monitoring and accountability. This is linked to the agreement of the educational community to the extent to which the statistical data used are related to the educational outcomes, especially the results of students (educational outputs). Therefore, those who employ the educational indicator are not only concerned with the selection and compilation of statistical data and the use of appropriate statistical processes, but must take into account the type of data and the function of the indicators that will be extracted so as to allow the required assessments to be made.

5. 2. 1: Indicators benchmarking values:

Those who collect and analyze the indicators need reliable reference points in evaluating the detailed images and the overall picture. This process means finding a standard for comparing multiple aspects of a particular area or problem, and comparing with the expected ideal form of that area or the optimal solution to the problem; So that through specific interventions can approach the desired ideal standard (UIS, 2021). These benchmarks are either performance

1 For example, indicator No. 4.1.1 "proportion of children and young people (a) in the second/third grade; (B) at the end of the primary stage; (C) at the end of the first stage of secondary education, achieving at least the minimum proficiency level in "1" reading,"2" mathematics, by sex" and indicator 4.c.1 (objective indicator at regional or national level) " 38 – average number of pupils per qualified teacher by educational level" (UNESCO, 2015).

targets or required levels (targets). The adoption of reference values is a technique used to implement accountability and governance in different institutions, in addition to improving quality, efficiency and reaching the desired goal.

At this level, there is a need to establish a conceptual framework for each indicator; Describe its meaning and set its limits. It also requires an indication of how the statistical or mathematical indicator or equation is calculated and formulated transparently and clearly as a guide for all compilers. The body responsible for monitoring and evaluating the quality of education therefore issues guidelines for the indicators, indicating their precise definition, limits and methods of calculation. Support, support and training are also provided to those involved in the extraction of indicators (see, for example, UNESCO Institute of Statistics [UIS], 2021).)

5. 2. 2: Organization of indicators and accounting frameworks:

Indicators in education reflect varying levels ranging from generality to detailed levels, which are directly related to three active levels of education (OECD, 2022).

- Level of the education system as a whole. Indicators at this level are general and aggregate; Such as the general education participation rate of the total population of the same age group, the primary school graduation rate, or the proportion of students with minimum math proficiency in grades 2 and 3 in national examinations. This level of indicators gives a general picture of education to educational policy decision-makers.
- The level of those directly involved in the provision of educational services, including educational institutions and schools. It also includes the educational environment within these institutions such as classrooms and teachers. These will be more detailed; For example, the rate of students per teacher at the primary, preparatory and secondary levels, the density of one class and the space available for each student in the primary class. This type of indicator serves to identify many strengths and weaknesses in inputs and teaching and learning processes.
- The level of beneficiaries of the education and education system and represents such students, trainees or others. This level also relates to detailed but more precise indicators that may require survey studies, questionnaires, etc., such as the classification of beneficiaries of higher education, the relationship between students ' educational attainment levels and their social background, or opportunities in higher education for women according to scientific specialization).

6. The contents of quality report in the Arab countries:

The report contains the following components:

6.1. Chapter I: The general framework of the research project:

This section will provide the theoretical and practical framework of the research project, which includes the objectives of the report and the scientific and practical importance of it, as well as

address the subject of quality in education and the educational indicators associated with it and review the most important international trends on which to build the analytical report of quality and composition, as well as the methodology of work in data collection and report writing. A large part of this practical framework of the research project is part of this theoretical framework where many concepts and sources are mentioned and the mechanisms of work are included.

6. 2. Chapter II: Population and Human Development:

The research project includes a reading of population and human development in the Arab countries. Our reading of these two aspects is reflected in our vision of education and its role in sustainable development. This reading also provides an important picture of each country's investment efforts in different areas such as health, labor, human welfare, gender equality, women's empowerment, and types of migration both to and from the country. The chapter therefore focuses on:

Demography: This section deals with the demographic nature of the population

Human Development and its challenges: This section presents the general conditions of development and its relationship to education

6. 3. Chapter III: Educational indicators in Arab countries:

Indicators are addressed from different dimensions: Macro indicators at the level of the educational system as a whole, and other more detailed indicators; Such as at the level of the educational service provided in the school institution, or at the level of the beneficiary individuals (students), or the actors (e.g. teachers) (Organization for Economic Co-operation and Development [OECD], 2022). The indicators will also be viewed from the perspective of the educational process, where the indicators include three dimensions:

- Direct Outputs: Direct and measurable learning outcomes.
- Indicators of educational processes, participation and progress within educational levels
- Indicators of educational input:

6. 4. Chapter IV: Quality of Education in the Arab States.

The chapter deals with the efforts made in the framework of achieving quality in education, foremost of which is studying the mechanisms of planning and organization, and highlighting the most important results achieved, lessons learned and leading experiences in this field. It also addresses challenges, weaknesses and stumbling blocks in achieving the goals. Emphasis will be placed on the following themes:

- Direct educational outcomes
- Educational processes
- Inputs to the educational process
- The progress achieved in the Arab States in achieving the goals of the fourth goal
- Learning opportunities for groups with special needs in the Arab countries.

6. 5. Chapter V: Quality of Education in University Education in the Arab countries.

The present chapter deals with the state of quality in higher education, including a brief explanatory comparative study for each Arab country on the level of universities

6. 6. Chapter VI: The report results of the research project on the state of education quality in the Arab countries and the proposed framework for improvement.

This section compiles a summary of what the research report contains and its results, in all its previous chapters, referring to quality in public education in all Arab countries, educational indicators and quality in higher education.

6. 7. Reports of Arab countries (Arab countries' profiles)

1. It is an appendix added to the research report and includes a summary in Arabic and English for each of the twenty-two Arab countries, and this summary is limited pages for each country and is summarized, in the form of tables or abstract figures or graphs, the most important indicators of the state of quality in that country.
2. It includes an executive summary in both Arabic and English that expresses the overall results of the research project on the state of quality in the Arab countries.

Chapter II.

Population and Human Development



Chapter II.

Population and human development

Introduction:

The Arab countries are a strategically important region politically and economically, which has made them the focus of attention and interest of various forces with economic and political ambitions. The borders of the Arab countries on a group of seas and oceans in the Asian and African continents and these seas are the Atlantic Ocean in the west and the Indian Ocean in the south, the Mediterranean Sea in the north and the Red Sea west of the Arabian Peninsula, which is a strategic corridor for trade between the east and west where the Suez Canal in the north and the Strait of Bab al-Mandab in the south. finally, the Arabian Gulf, which extends from the Shatt al-Arab in Iraq north to the Gulf of Oman in the south, is located in the middle of the main international shipping lines, and includes a group of ports and fuel stations necessary for air and sea transport.

The Arab countries possess great wealth of minerals, oil and natural gas as well as fertile arable lands capable of meeting the food security needs of their populations over many centuries. The Arab States, however, are living through a host of internal and external challenges, which often slow the process of human and economic development and limit the capabilities of their States to catch up with international aspirations and the world at large, and make some of them lag far behind. Today, the Arab world is beset by a myriad of internal problems and conflicts, as well as by international conflicts. In addition to the Arab-Palestinian conflict with Israel and its consequences for the Palestinian and Arab people in general, there is the ongoing war in the Republic of Yemen, the internal conflict in the Syrian Republic and the current war in the Republic of the Sudan. this creates situations of instability in some Arab countries and multiplies displacement and population migrations, which are accompanied by many environmental, health and educational problems, not to mention the destruction of basic infrastructure necessary as a minimum for human beings, and undermining the environment, agriculture and water sources. In spite of all these conflicts and the challenges that exist, the possibilities for the Arab States are still there and it is not impossible to achieve them on the path of human development for their peoples, as well as to resolve their problems and conflicts and enable peace to be resolved in all Arab States without exception.

This chapter will provide an overview of the population situation in the Arab countries and review a number of human development indicators. This presentation is based on a range of data sources; The World Bank Group, the United Nations Educational, Scientific and Cultural Organization (UNESCO), the UNESCO Institute for Statistics, the League of Arab countries, the Economic and Social Commission for Western Asia (ESCWA) and the World Health Organization, as well as a number of studies and reports on population, human development, education and culture, it is also based on the global indicators targeted in the plans of international organizations, the most important of which are the Sustainable Development

Goals 2030. This chapter aims, through a review of the general population situation in the Arab countries, to shed light on the reality of human development and to highlight the most important differences and differences between the Arab countries. Our reading of population and human development is reflected in our vision of education, which is the subject of this report, and the role of education in sustainable development, which is the subject of the following items.

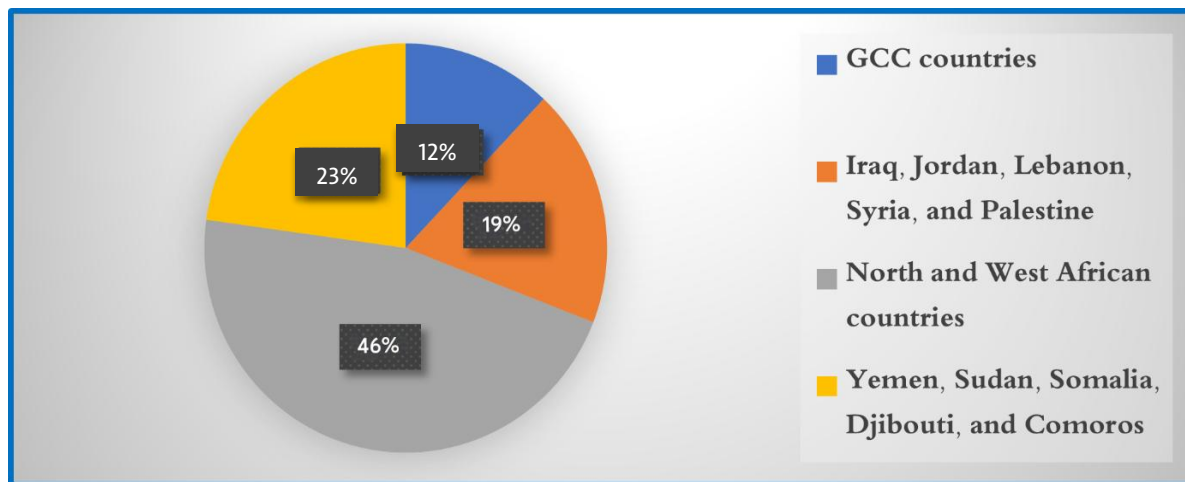
1. Characteristics of the population in the Arab countries

1.1. Size of the population

The Arab countries are located in a privileged position, extending to the north and northeast of the continent of Africa, southwest Asia and southern Europe, making it a vital bridge and link between the three continents. The location of the Arab countries also oversees many open bodies of water: The Mediterranean Sea north of the continent of Africa, connected through the Strait of Tarragona to the Atlantic Ocean, the Red Sea connected to the Strait of Bab al-Mandeb to the Arabian Sea, and the Arabian Gulf and connected to the Strait of Hormuz, which is the only maritime port for the Gulf countries and Iraq. This site has helped Arab countries in the past and present to connect with the outside world both civilly and commercially. The coasts of the Arab countries are linked to an economically rich agricultural backer that extends to Oman and Yemen in the southern Arabian Peninsula and the Maghreb in North Africa, and petroleum on the coasts of the Arabian Gulf and the Mediterranean coasts of Libya and the Algerian Republic (Jadad Allah, 2005).

The total number of Arab countries combined is 22 countries spanning a vast area of about 14 million km² distributed on the Asian and African wings. The African section occupies an area of 74% of the area of the Arab countries, where the number of Arab countries in this section is 10 Arab countries. The People's Democratic Republic of Algeria is the largest of these countries, occupying 2,3 million km², while the Comoros is the smallest with an area of 2034 km². As for the Asian section, which constitutes 26% of the area of the Arab countries, Saudi Arabia is the largest area, covering approximately 2,2 million km², and the Kingdom of Bahrain ranks last in terms of area among the Arab countries with an area not exceeding 760 km² (Jadallah, 2005).

In terms of population, the Arab countries region is characterized by heterogeneous demographic features; It varies in terms of population size and demographic composition according to age, sex and living levels, and it comprises approximately 481 million people, 778,5.8% of the total world population in 2023 (World Bank Group, 2022a). About 46% of the population is in the countries of North and West Africa only: The Arab Republic of Egypt, the State of Libya, the Republic of Tunisia, the People's Democratic Republic of Algeria, the Kingdom of Morocco and the Islamic Republic of Mauritania. The remaining percentages are distributed among the fertile Crescent, the East Coast of Africa, the Sudan and the GCC countries (Figure 1). The Arab Republic of Egypt is the largest in terms of population with a population of 114 million 536 thousand people, while the Republic of the Comoros is the smallest in terms of population of about 850 thousand people only.



Source: World Bank

Figure 1: Population distribution by region in the Arab countries in 2022

2.1- Population growth:

Statistics show that the average annual population growth in the Arab countries has reached 1.5%, up 0.7% from the global average (World Bank Group, 2022B) and the population in the Arab world is expected to reach more than 521 million by 2030 (Economic and Social Commission for Western Asia (ESCWA), 2018). This figure foresees huge social, economic and political burdens on Arab countries to achieve their development goals. Population estimates and trends in the Arab world indicate that the number of young people of working age is ballooning, even as the region's population is aging. By 2030, the economically active age group of 25–59 will register 226 million people, or 43,3% of the total population. The under-25 age group will make up about 47% of the population in 2030 (Economic and Social Commission for Western Asia (ESCWA), 2018). These trends make the Arab countries face challenges that must be overcome and multiple development opportunities that must be planned to invest. Education in the Arab countries will have an active and decisive role in terms of its impact on human capital and its ability to achieve economic and social returns that achieve well-being in the Arab countries. On the one hand, the Arab countries must enhance their investment in education and work to promote it both quantitatively and qualitatively, and accelerate their efforts to promote and operationalize education policies for all, to achieve universal basic education and to enhance the efficiency of education outputs in terms of equipping them with a sufficient level of competencies and basic skills appropriate for this present era and the future. On the other hand, it is also supposed to push the wheel of general secondary and vocational education and higher education forward to become an influential and changing factor in the development paths and able to create and diversify employment opportunities in order to achieve effective and productive employment of the economically active youth forces and reduce the level of unemployment among them.

Population growth is the result of two main factors, the fertility rate⁽²⁾, which is measured by the number of children per woman and the mortality rate³, both of which are related to the level of health and health care in the community as well as the level of education and awareness among the members of the community, and which control mortality or fertility rates both rise and fall. The period from 2011 to 2021 saw a decline in fertility rates; The age of marriage and the postponement of childbearing, while improvements in health services and social care have contributed to the extension of life expectancy. However, this situation remains uneven in the Arab countries, where data indicate that the average annual population growth ranges from 1% to 2%, while some countries are experiencing growth rates of more than 3%, including the Syrian Arab Republic and Somalia, with growth rates of 3.7% and 3.1% per year, respectively (world Bank Group, 2022b). Figure 2 shows the annual population increase in the Arab countries in 2022.

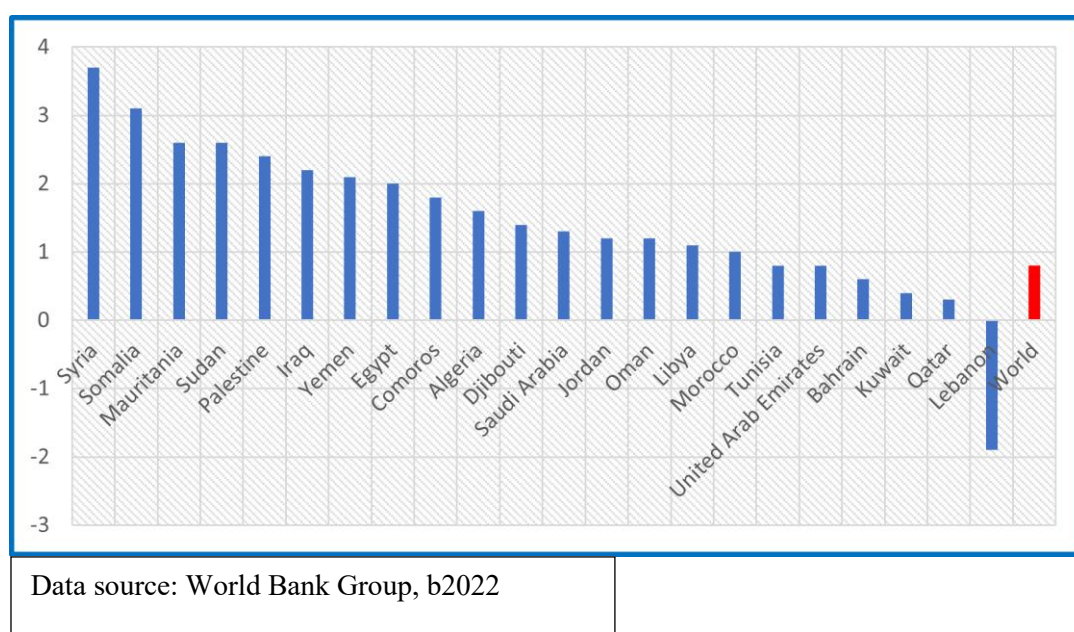


Figure 2: Annual population increase in the Arab countries in 2022.

² - The number of live births in a given year (or the average number of live births in a given period) per thousand women of childbearing age (ages 15 to 49 years) of the total population in the middle of the year.

³ -The number of deaths over a given period of time divided by the years/person lived by the population during that period. It is expressed by a figure which is the annual average of deaths per 1,000 population.

The growth rates in Tunisia and the UAE are almost equal to the global average (0.8%), and the Kingdom of Bahrain and Qatar are below the global average. Another group of Arab countries – Morocco, Libya, Oman, Hashemite Kingdom of Jordan, Saudi Arabia, People’s Democratic Republic of Algeria, Djibouti and Comoros – have achieved growth rates of less than 2% annually. There are countries whose population growth rates are still above 2.5% and almost three times the global average, these are the Syrian Arab Republic, the Republic of Somalia, the Islamic Republic of Mauritania and the Republic of Sudan (World Bank Group, 2022B). this poses a greater social and economic burden on these countries at present and a challenge for the future in order to achieve the requirements and levels of sustainable development for the members of their society.

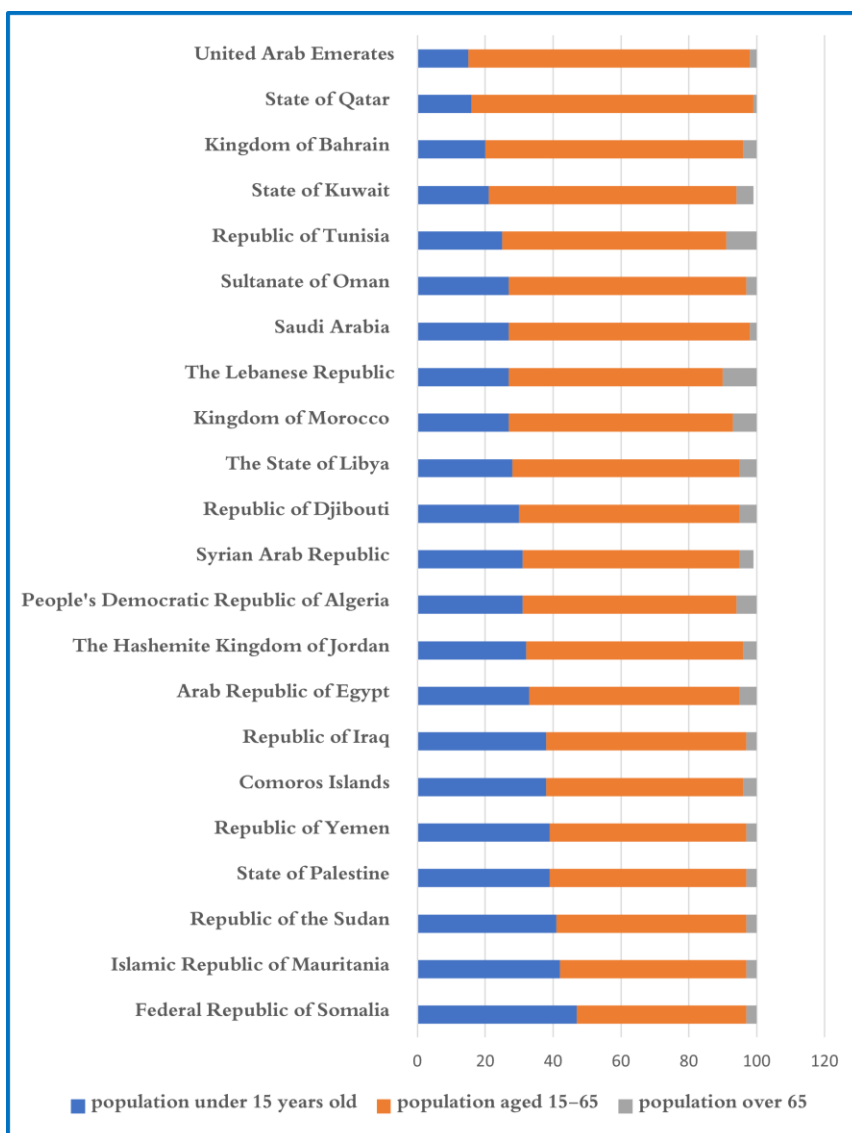
The situation is different in the Lebanese Republic, where population growth is declining by 1.9%, and it is the only Arab country to experience this situation. Fertility rates in the Lebanese Republic are low, reaching 2.1 births per thousand women, while the mortality rate rises to 8 per thousand over the general average of the Arab countries, which is 6 per thousand for the year 2021. in 2020, immigrants from the Lebanese Republic made up about 12.6% of the total population in this country (Economic and Social Commission for Western Asia (ESCWA), 2022a). All these demographic shifts in the Arab countries are directly reflected in the age composition of the population, as we will review in the next section.

3.1. Age structure of the population

Figure 3 shows the distribution of the population in the Arab countries by three age groups: The population under 15 years, the population between 15 to 65 years old and the population over 65 years old. The figure shows the most important demographic characteristics of the Arab countries, characterized by a young and young society, where the youth group (15 to 64 years old make up about two-thirds of the population (63%) (World Bank Group, 2022C), but there is a clear disparity between them due to the population movement and the influx of foreign workers in some countries and other countries affected by refugee flows in recent years. Available data as of 2022 indicate that the proportion of children under 15 is on average 30%, which is significantly higher in Somalia (47%), the Islamic Republic of Mauritania (42%) and the Republic of Sudan (41%), while it is the lowest in the UAE (15%) and Qatar (16%).

These percentages burden the most important social services that this group needs: Health, education and social protection. But in the long run, spending in these areas is an important investment in human capital, and for poor countries it is the most important possible entry point for social recovery and the enhancement of the economic potential of members of society. Although the Arab States have done and continue to do much to provide social welfare to their citizens and to achieve an adequate level of social and economic well-being, and have succeeded in closing many gaps between members of society in the areas of education, health and social protection, these efforts are far from ambitious, especially the key targets they commit to achieving the 2030 Sustainable Development Goals. Compared to the countries of the world, Arab countries spend a much lower proportion of their GDP on these areas than the

global level. According to available data in 2018, the share of social spending in the areas of health, education and social protection was only 8% of GDP compared to the global average of 20%, while this expenditure is also distributed among different groups of society. children account for less than 5% of public expenditure on social services (Economic and Social Commission for Western Asia (ESCWA), 2022b).



Source: World Bank Group/c2022

Figure 3: Percentage distribution of population by age group in the Arab countries in 2022.

The young population, aged 15 to 65, varies from country to country, rising to three quarters or more of the population in the Gulf States; This is due to the influx of economically active

expats to work in these countries – the percentage drops slightly in other countries to between 60 % and 70%, which is the lowest in Somalia, where the population aged 15 to 65 years is 50%. This indicator is considered a positive demographic return to contribute to economic growth as this human potential is harnessed to drive development and generate employment, but this remains dependent on the ability of the economy to generate employment. It also depends on the productivity of education outputs and their ability to meet the needs of the national economy and their efficiency in accelerating growth in these sectors. Productivity is directly related to the quality of education and the scientific and applied skills acquired by the outputs of the system so that they are commensurate with the needs of the labor market, and is dependent on the ability of the educational system to perceive and meet the economic needs of society.

4.1. Population and migration to and from the Arab States

The factor of migration and displacement is one of the characteristics of the population in the Arab States, including international migration and forced or voluntary displacement; Whether because of the search for a livelihood or because of regional and global conflicts. There are three types of migration: Labour migration - forced migration due to conflict or natural disasters - and mixed migration (deportation), which refers to the irregular movement of refugees, asylum seekers and others fleeing their country in search of international or economic protection. In 2020, the Arab region hosted 41.4 million migrants and refugees, constituting 15% of the total number of migrants and refugees in the world (United Nations Human Settlements Program (UN-Habitat) , 2018)

1. 4.1. Labour migration: A phenomenon that is usually temporary (whether regular or irregular) to individuals of working age for the purpose of employment, and is primarily aimed at improving the economic situation of such individuals in their country of origin. The GCC countries receive about 74% of these migrants who come to these countries mainly as migrant workers. Saudi Arabia ranked first in the reception of migrant workers (13.5 million), followed by the United Arab Emirates (8.7 million) and Kuwait (3.1 million), with more than two thirds of migrants of working age (25-64) (Economic and Social Commission for Western Asia (ESCWA), A2022).

These countries also receive their families and children, and they have access to education in their own schools and to public school opportunities provided that the learner is able to study in the language of the official State curriculum. The choice of type of school and the quality of education often hinges on the ability of this worker to pay. The country may allow children of other nationalities to be admitted to labor, but it puts a limit on the acceptance rate, as in the UAE, where the acceptable rate for expatriates is set at 20%. Bahrain is the only Gulf country where all expatriates are accepted without tuition fees, with non-citizen students making up half of its public school students (UNESCO, 2019a).

Labour migration is receiving prominent attention in international and regional forums in relation to development and its positive effects on receiving and exporting States. On the one hand, the migration of individuals from high scientific levels leads to an economic return on

the receiving countries in terms of activating and supporting many strategic development programs in the countries on the one hand, and has an economic impact on the exporting countries as it helps to reduce unemployment rates among the population. cash transfers for these migrant workers also help raise the standard of living of individuals and reduce poverty in the countries of origin.

However, the other side of the currency remains its negative effects on receiving or exporting countries in that the migration of individuals from any country may reflect the depletion of the manpower and qualified in exporting countries; Many of the human expertise that may migrate by choice to earn a living may not return to the countries of origin, and this is directly reflected in a decline in the return on investment in education in these countries. The Lebanese Republic and the Kingdom of Morocco have the highest rates of high-skilled migration, with one in four skilled workers working abroad (UNESCO 2019a). This phenomenon has a direct impact on the external return of higher education, as it represents a loss of highly skilled human capital in these countries. In countries receiving migrants, whether they are migrant workers or others, these migrants become a strong competitor to citizens in the labor market. The signs of this began to appear in some GCC countries in the mid-eighties (Economic and Social Commission for Western Asia (ESCWA), 2011) and some of them still exist today. This competition has produced an important phenomenon, namely the inability of the individual citizen to compete with expatriate workers in many jobs and businesses. unemployment rates among citizens in the GCC countries increased even more in the UAE and the United Arab Emirates, where the unemployment rate among its citizens reached 12%, in Saudi Arabia about 9% and to 6% in Kuwait (ILO, 2024). There is room to raise many questions about the suitability of education outputs for the labor market, and the efficiency of these outputs to compete not only at the local level, but also at the regional and international level.

1. 4.2. Rural-urban migration

The Arab countries are witnessing the phenomenon of urbanization, represented by the migration of population from rural areas to urban areas, a phenomenon that is evident in a group of Arab countries, and reflected in the proportion of urban population to the total population, which reached on average (60%) for the Arab countries in 2023. in contrast to the decline in rural population (World Bank Group, 2023a). Figure 4 shows the proportion of the population in rural areas in the Arab countries.

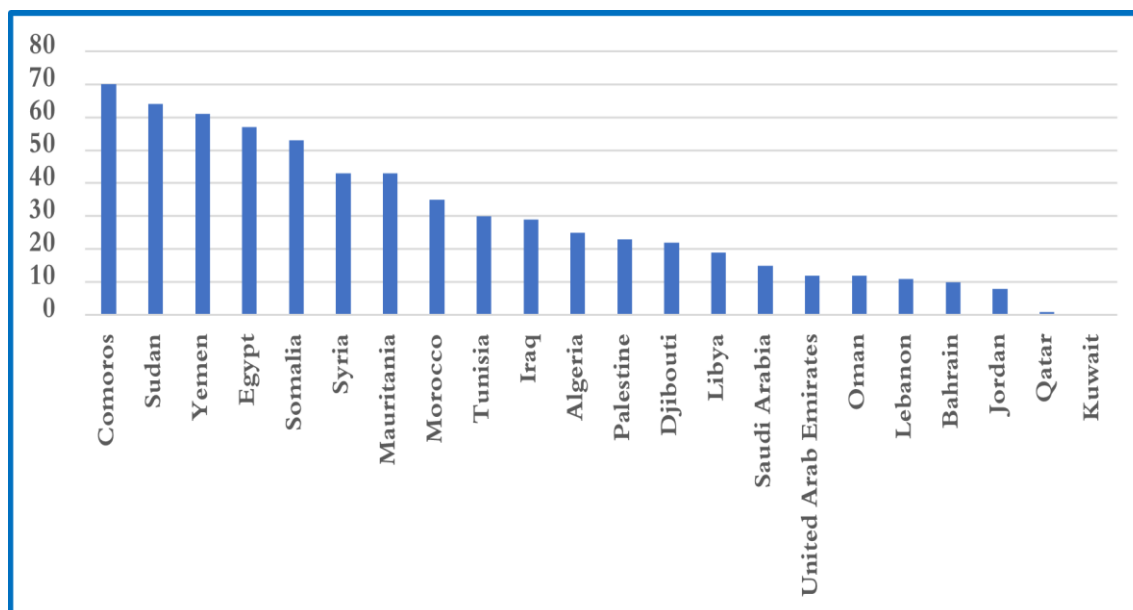


Figure 4: Population in rural areas as % of the population in the Arab countries in 2022

The phenomenon of population displacement from rural to urban areas varies in patterns and causes from country to country. At the top of these reasons is the collapse of the agricultural and fishing sectors in many Arab countries and the decline in their productivity due to their lack of response to technological progress in the industry, as well as environmental degradation due to desertification, which negatively affects agricultural and animal wealth. There are other causes of migration such as poverty, discrimination and inequality, difficulties in accessing employment opportunities, unemployment, low wages and lack of access to quality education. The level of social services and infrastructure in urban areas is also an additional driver of the move to cities. This has led to a decline in the share of the agricultural labor force in the Arab countries to 17.7% of the total labor force in the Arab countries in 2022, up from 22.3% in 2010 (Arab Monetary Fund, 2023). Such movements present opportunities and challenges for migrants as well as for receiving areas. Migration itself reflects a redistribution of labor from a less productive sector (in this case the rural agricultural sector) to a more productive sector (industry or services), thus contributing to faster economic growth and increased productivity. However, internal migration has its social and environmental dimensions, which also have other considerations. Often, internal migrants prefer to settle in the area to which they have migrated and have found a suitable opportunity to work, a situation that calls for very early planning to receive migrants and create a suitable environment for them.

The migration from rural to urban areas may help to visit the opportunities of young migrants to obtain education, especially higher education or technical and vocational education. In Tunisia, for example, 8% of the population emigrates internally to obtain an education. Research studies in the Arab Republic of Egypt show that children whose parents move from rural to

urban areas are more likely to stay in education than their rural counterparts (UNESCO, 2019). On the other hand, such migration may have a negative impact on the physical environment of education in terms of the number of schools, the overcrowding of classrooms and the high teacher 's share of students as more students compete for limited resources.

4. 3 forced migration means the forced movement of populations (whether across state borders or within state borders) caused by ongoing armed conflicts, persecution, wars, political instability or natural life-threatening events such as earthquakes, floods and the resulting displacement. Statistics show that there are 2.1 million refugees in the Eastern Arab region. Jordan and Lebanon were the first destination for refugees and displaced persons due to the ongoing conflicts in their regions, where the Lebanese Republic (870 thousand) refugees and the Hashemite Kingdom of Jordan (703 thousand) refugees are registered, which is the highest rate of refugees relative to the number of citizens in the world⁴ (ESCWA, 2022A).

As for the phenomenon of internal displacement (i.e., migration within the country itself), the number of internally displaced persons in 2020 reached about 17 million people and (46%) of them are in the countries of the Arab Mashreq, most of them in the Syrian Arab Republic and the Iraqi Republic. The group of least developed countries, which includes the Republic of Yemen, the Republic of Somalia and the Republic of the Sudan, recorded the highest number of internally displaced persons (3.6 million), (2.9 million) and (2.3 million) displaced by conflict, internal wars, insecurity and instability (Economic and Social Commission for Western Asia (ESCWA), 2022a) respectively⁵.

Children are one of the most affected communities and affected by forced internal displacement, where the provision of appropriate educational services is fraught with risks and challenges while they are in conflict zones. Although all countries in the world are usually obliged under international law to provide for the educational needs of displaced children, the level of these services is often minimal. As a result of the Syrian crisis, for example, 2.1 million children were not in school and 1.3 million were at risk of dropping out (UNESCO, 2019a). More than 41% of teachers have left conflict zones in this country because of insecurity, which is drastically affecting educational opportunities, not to mention the quality of education. In the Republic of Yemen, which has suffered from internal conflicts and wars for many years, 5% of displaced school-age children have no opportunities to learn. international agencies and humanitarian organizations are trying to compensate these children with temporary educational projects for those under the age of 13 (UNESCO, 2019). Conflict in the Sudan is worsening

⁴ These figures do not include Palestinians registered with UNRWA in Jordan; Syrian Arab Republic; The West Bank, including East Jerusalem; The Gaza Strip; And Lebanon.

⁵ These accounts do not include those displaced to Arab countries due to conflicts from nearby countries, for example, Mauritania received in 2019 about 57 thousand refugees from Mali, including 36 thousand children under the age of 18 (UNESCO, 2019). Morocco, for example, has faced the problem of sub-Saharan African migrants arriving in Morocco seeking to migrate to Europe but settling in Morocco, which, according to official statistics, accounted for about 27% of all arrivals. In 2018, some 1600 teachers were enrolled in training courses run by civil society organizations on the Moroccan language and culture.

as conflicts in the Darfur region have destroyed many schools and left the rest neglected: More than 21% of schools in Southern Kordofan are unusable, and education in these areas is managed by NGOs and UN organizations in temporary learning spaces (UNESCO, 2019).

2. Human development

Prior to 1990, the traditional concept of development was generally limited to the economic dimension and income from work or other income, weighted toward human development, which transcends material income. However, the close relationship between the economy and labor on the one hand and human development on the other makes it impossible to separate them, since development is not only in increasing the income of individuals or in increasing the national income of States, but it is comprehensive in many qualitative and material aspects related to the human person and his well-being. The concept of human development as adopted by the United Nations is a desirable change in the living conditions of individuals and the expansion of human choices to make them more accessible and more accessible to use in their lives (UNDP, 2015). Human development, as adopted by UNDP, is based on three basic dimensions that reflect the basic needs of people everywhere: A) an adequate standard of living, b) a healthy and long life, and c) the ability to acquire knowledge. The Sustainable Development Goals 2030 have emphasized that these dimensions should be included in the text of the core goals, as follows:

Goal 3: Ensure healthy lives and promote well-being for all at all ages.

Goal 4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Goal 10: Reduce inequality within and among countries. In the first objective, it stated:

10-1 By 2030, progressively achieve and sustain income growth of the bottom 40 per cent of the population at a rate higher than the national average ⁽⁶⁾.

Based on these fundamental dimensions of human choices everywhere, a set of indicators linked to each will be discussed separately.

2.1. The first dimension of human development: An adequate standard of living

In this dimension, three indicators related to human development will be addressed:

⁶ As stated in the original text: " Growth rates of household expenditure or income per capita among the bottom 40 per cent of the population and the total population" United Nations Report (2015).

- National income per capita: An important economic indicator that is extracted by dividing the GDP of a country by its population and expresses the ability of individuals to buy basic goods and services in the country.
- Poverty rate: This is defined as the poverty line. The poverty line is the monetary value that is supposed to enable an individual in a country to purchase basic goods and services that meet his or her daily needs. There is an international poverty line equivalent to \$2.15 at the purchasing power parity of 2017 prices; accordingly, the poverty rate is the division of the population below the poverty line by the population of the State.
- Living conditions suitable for housing: The integration of basic services such as clean drinking water, sanitation services and electricity networks.

2. 1. 1 Per capita national income

National income is the sum of the added values of the goods and services produced in one year by the state-owned production sectors and its people, whether these values are inside or outside the country. Demographic changes in the Arab countries directly affect the economic production sectors, and national income is linked to the ability of vital economic sectors to generate employment and revenue. Arab countries are heavily dependent on certain sectors such as oil, natural gas, agriculture and manufacturing. As an economic resource for the GCC countries, oil has a close relationship with their development; It contributed to the acceleration of the pace of the economy and social development in these countries, and the government systems during the period of high oil price worked hard to form infrastructure and raise the income of citizens. However, the oil economy is directly dependent on external trends and price fluctuations based on external demand, as well as the impact of the share of alternative energy types in demand. The public sector (services) remained the main employer of the labor force in the GCC, accounting for more than 70% of total employment (ILO, 2024).

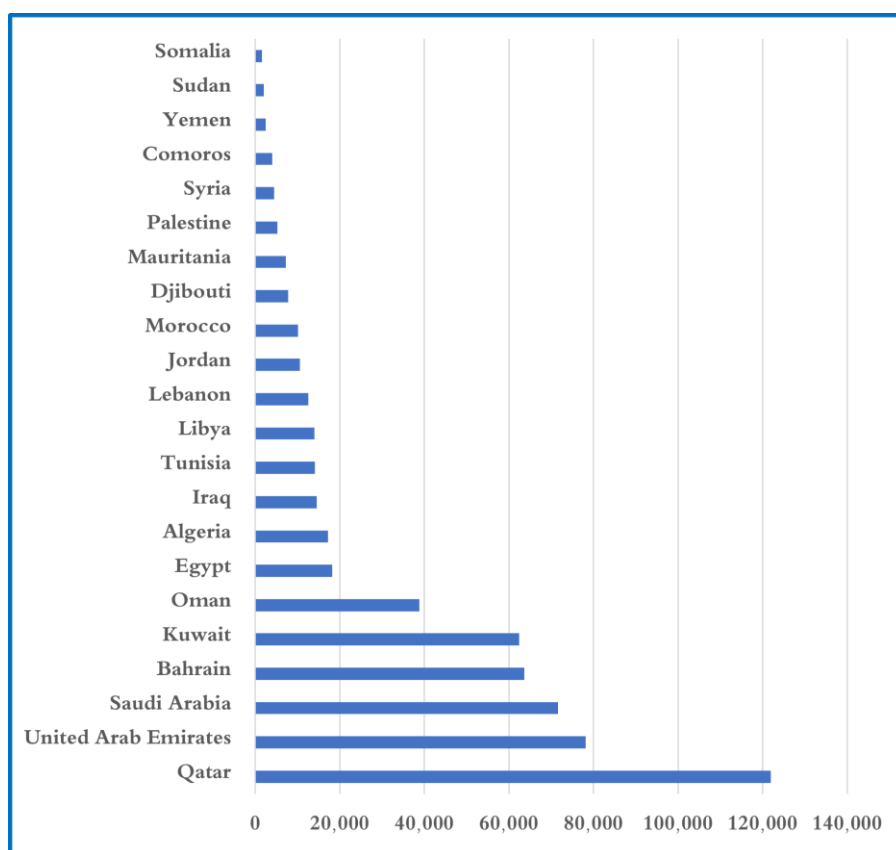
Over the past three decades, the Arab region has generally suffered from low productivity of various economic sectors and has shown weak competitiveness and sustainability potential; Agriculture and fishing suffer from labor leakage, marketing problems and poor productivity due to technological backwardness, and the contribution of the agricultural sector to employment decreased from 20% in 1992 to 7.6% in 2022 (ILO, 2024). The industrial sector also suffers from structural problems and its contribution to the GDP of Arab countries has declined. In the tourism sector, the Arab countries did not exploit their strategic position and potential effectively to increase the contribution of this sector and lead on the World Travel and Tourism Index (Ahmed and Nour al-Din, 2022).

Since 2011, the Arab region has experienced a series of regional conflicts and has been affected by a number of international political and social fluctuations and problems, which have greatly affected the economic growth trajectory of the Arab countries, followed by the Corona pandemic and caused a clear economic contraction in 2020 in the world economy, including the economy of the Arab countries (International Labour Organization, 2024) while there are signs that the Arab countries are entering the stage of economic recovery, the turbulent

conditions in the region continue to pose a challenge to the stability of the economic situation and a concern in the Arab countries in general.

According to purchasing power parity (in current prices of international dollars), the national output of the Arab countries in 2022 amounted to \$ 7,815 million, and the national output of the GCC countries is \$ 3,858 million or 49.3%. GDP growth in 2024 is expected in the GCC at 3.7% and 2.6% in other regions. However, these expectations remain subject to change in the context of unstable conditions and their impact on the economy (ILO, 2024). In addition, there is a large disparity between the Arab countries in the per capita national income, which is an indicator that helps to know the living conditions of the population in the Arab countries or compare them. The World Bank uses this indicator to categorize countries into groups:

- Group of High income countries: Above \$14,005
- Middle-income group (upper tranche): \$4,516 to \$14,005
- Middle income group (lower tranche): \$1,145 to \$4,515
- Low-income group: Less than \$1,145 (World Bank Group, 2023B).



Source: World Bank Group, 2024

Figure 5: Per capita national income at purchasing power parity in current US dollar prices in 2024.

Figure 5 shows the per capita national income according to purchasing power parity at current US dollar prices for 2024. It is clear that there is a large disparity among Arab countries according to per capita national income. According to the World Bank classification mentioned above, the Arab countries are distributed as follows:

- High income countries: The number of Arab countries in this group reached 10 countries, namely all the countries of the Gulf Cooperation Council, the Arab Republic of Egypt, the People's Democratic Republic of Algeria, the Republic of Iraq and the Republic of Tunisia, and the State of Libya, respectively.
- Middle-income countries (upper tranche): This group included the Lebanese Republic, the Hashemite Kingdom of Jordan, the Kingdom of Morocco, the Republic of Djibouti, the Islamic Republic of Mauritania and the State of Palestine, respectively.
- Middle-income countries (lower): The Syrian Republic, the Republic of the Comoros, the Republic of the Sudan, the Republic of Somalia and the Republic of Yemen.

In the group of high-income countries, there are also significant differences between these countries, and this group can be divided into two segments:

- The top segment: Includes all GCC countries where per capita GDP ranges between 38.8 in Oman and 120 thousand in Qatar.
- The lowest segment: Included the Arab Republic of Egypt, the People's Democratic Republic of Algeria, the Republic of Iraq and the Republic of Tunisia, and the State of Libya, where the per capita GDP ranges from 14050 in the State of Libya to 18230 in the Arab Republic of Egypt.

This disparity suggests differences in human development indicators related to housing, health, education, social services, and others. Multiple indicators reveal inequalities in educational opportunities among countries by income group, which accumulate in the long run to profoundly disrupt levels of human development and the ability of peoples to assume a decent place in the contemporary world. For example, in higher education, children's opportunities vary widely: In high-income countries, 50% of children have access to higher education, while only 3% of children in the low-income group have access to the same education. This means that only one in two children can have a chance at higher learning in the first category, while only one in 30 children can have the opportunity in the second category (UNDP, 2019). According to the data for the Arab countries contained in the Human Development Report 2021/2022, there are significant differences among the Arab countries in many indicators of enrollment, for example, the average number of years of schooling a child is expected to complete in high-income countries is 14.3 the average number of years of schooling a child is expected to complete in middle-income countries is only 11 years. In the GCC, this average rises to 15 years, while in Djibouti, the Islamic Republic of Mauritania, the Republic of Yemen, the Republic of the Sudan and the Syrian Arab Republic it drops to 8.6 years (UNDP, 2022).

Moreover, these indicators reflect lost opportunities for education for children within the country itself, for example, between cities and rural areas, between rich and poor, and others, and indicate unequal opportunities to enter the labor market and improve income. The relationship between education and income is a two-way one because both are influential and influenced by the other. Income may be a barrier to educational opportunities, but education itself may be a factor for improving income. Education thus serves as the social and economic equivalent to reducing class gaps, and is most effective in less developed, low- and middle-income countries, where its impact in high-income countries is limited (ESCWA, 2021). Not only that, but we need to focus on quality education, not education itself. Compulsory education has spread in the Arab countries and has made great strides in providing educational opportunities for children of compulsory school age, and literacy indicators for adult individuals have improved significantly among young people. However, these results have had only a limited impact on educational achievement outcomes, which show that students in Arab countries are still at educational levels well below the global average (ESCWA, 2021). Education efforts should therefore be directed toward ensuring the quality of education and the efficiency of its outputs, which consist in the acquisition of students' basic and competitive skills in this age and the knowledge necessary for the requirements of success in work, with emphasis on building a free personality capable of decision-making and positive critical thinking.

2.2. Poverty rate:

The United Nations defines the global poverty line as the equivalent of a per capita living (2.15) dollars per person per day at purchasing power parity of 2017 prices ⁽⁷⁾ (United Nations, 2023). This means that anyone who lives on less than \$2.15 a day is a person in extreme poverty. There are multiple deprivations in society that are not limited to the deprivation of material income; Poverty is not limited to the material standard of living of individuals, nor is it an independent factor that can be controlled and controlled by a range of interventions; Rather, it is the product of past accumulations and multiple social, economic and political influences that live in the context of society and feed it according to the characteristics of this society and its weaknesses, and therefore the treatment comes with planning to eliminate these accumulations and implementing adequate measures to prevent them. The United Nations, therefore, called to reflect on the concept of the different dimensions of poverty in each country ⁽⁸⁾, which presented a more complete picture of poverty (poverty). Most countries draw

⁷ The term purchasing power allows the comparison of each country's data on income and consumption globally. Purchasing power parity is calculated on the basis of world price data by the International Price Comparison Program, an independent statistical program based within the World Bank Group.

⁸ The United Nations has adopted a multidimensional approach to the concept of poverty that focuses on the physical aspects of poverty and the qualitative (non-material) aspects that encompass the health and education dimensions. This concept was endorsed in Sustainable Development Goals 2030 under

their own national poverty line in addition to the global poverty rate, which they determine according to their living conditions, income levels and the needs of their people.

The goal of poverty eradication was the 2030 Sustainable Development Goals, with the first goal stating "End poverty in all its forms everywhere". Despite the commitment of the Arab States to achieving the Sustainable Development Goals and mobilizing efforts to achieve them at the local and regional levels, these have been major regional and global challenges; Internal conflicts, security and political instability, as well as the Corona (COVID-19) pandemic and the recent war in Ukraine, have had negative repercussions on the situation in many Arab countries⁹. However, the impact of these events has not been uniform in all Arab countries.

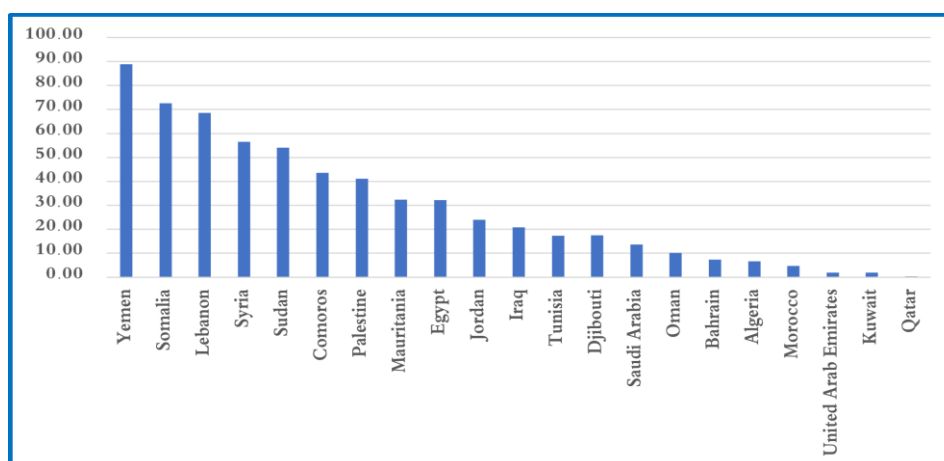
Compared to the situation before the Corona pandemic, the Arab countries witnessed an increase in poverty rates in 2022, with 35.3% of the Arab population living below the national poverty line. The proportion of children living in extreme poverty is estimated at 54%, the second highest in the world (Arab Monetary Fund, 2023). According to the reports of the National Economic Commission for Western Asia (ESCWA), the number of poor people in the Arab world in only 14 Arab countries jumped from 66 million in 2010 to 101 million in 2019. The data also show that more than half of these poor people in the Arab countries (56%) live in fragile countries affected by internal conflict, this increases the level of deprivation in which they live (Economic and Social Commission for Western Asia (ESCWA), 2023a).

If we go to the details of poverty rates by country, as shown in Figure 6, we will find a clear disparity among the Arab countries. The poverty rate was highest in Yemen (88.9%), followed by Somalia (72.7%), Lebanon (68.6%), Syria (56.6%), Sudan (54%), Comoros (43.6%) and the State of Palestine (41.2%). Poverty rates are about one third in the Islamic Republic of Mauritania (32.3%) and the Arab Republic of Egypt (32.2%), almost one quarter in the Hashemite Kingdom of Jordan (24%), and one fifth in the Republic of Iraq (20.8%) and (17.5%) and (17.4%) in Djibouti and Tunisia. The GCC countries ranked last with Algeria and Morocco in poverty rates, with Saudi Arabia, Oman and Bahrain recording higher rates than their counterparts Kuwait, the UAE and Qatar. In the first place, it reached (13.6%) among citizens, in the Sultanate of Oman (10.1%) and in the Kingdom of Bahrain (7.3%). Poverty rates in Algeria and Morocco have dropped to 6.7% and 4.7% respectively. Figure 2 does not include the countries of Kuwait and the United Arab Emirates with poverty rates of less than

target 1.2, which stated that By 2030, reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions "

⁹ For example, growth in the Arab region's economy declined by 4.5% in 2020, and the rate of decline in countries suffering from conflict was about 15%. In the Corona period, the Arab countries saw unemployment rates rise from 10.9% in 2019 to 12.5% in 2021 due to partial or total closures and curfews during the Corona period (UNDP, 2022).

2% and the State of Qatar with a poverty rate of only 6% (Economic and Social Commission for Western Asia (ESCWA, 2023b)¹⁰.



Source: Data from Arab States: Economic and Social Commission for Western Asia (ESCWA), A2023.
GCC countries (Economic and Social Commission for Western Asia (ESCWA), B2023
Note: Data for the State of Libya are not available in the above source.

Figure 6: Poverty rate according to national poverty lines in the Arab countries in 2020.

The Economic and Social Commission for Western Asia (ESCWA) report (2023a) showed that more than a third of the Arab region's population (35.3%) lives below the poverty level, using the extreme poverty line of \$1.9 per day and national poverty lines. Analysis by ESCWA also showed that poverty rates rose in all regions of the world in 2020 due to the negative growth expectations of personal consumption expenditures in the wake of the Corona pandemic and associated economic shocks.

There are expectations that poverty will increase in all other countries, but in varying proportions; Each country is governed by a set of conditions that affect the level of poverty

10 – This came in a special publication of the Economic and Social Commission for Western Asia (ESCWA) on poverty rates among citizens in the GCC countries, where it indicated that the number of citizens living in poverty in these countries reached 3.3 million.

and may increase or reduce poverty, not least environmental and health risks, as was the case with the Corona pandemic, and global crises such as the Ukraine war that have had direct effects on food security. not to mention the internal regional conflicts that continue to plague a number of these countries and exacerbate poverty among their populations.

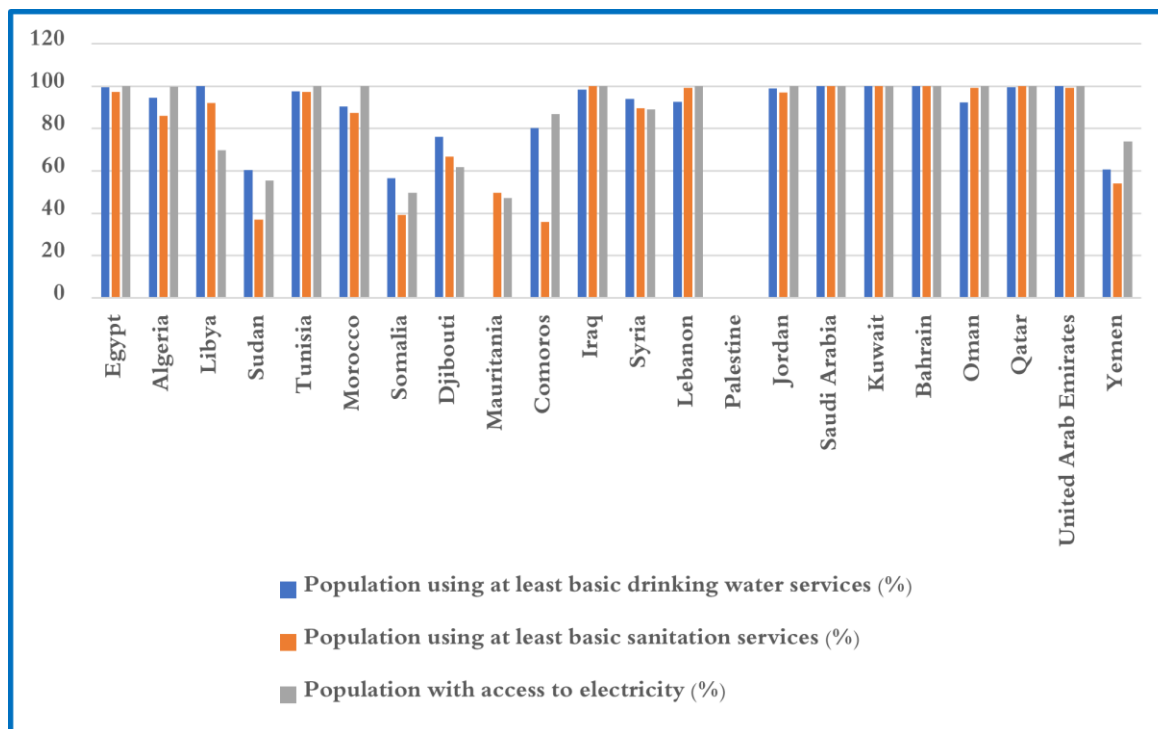
Education is one of the most important possible ways out of the cycle of poverty and destitution, given the economic and social impact of education on the individual and the State by increasing the productivity of the individual and his contribution to the economy and development. Studies and research show that education is associated with an increase in income of between 8% and 13% (ESCWA, 2021), which is of course expected where the income received by the individual is associated with the level of education, the higher the level of education, the better the increase in his income, as well as the reduced likelihood of remaining unemployed¹¹. Instead, there is also an economic value to be gained from education: Educated individuals can contribute effectively to many strategic issues of development, such as planning, studies, research, decision-making, policy guidance and skill in dealing with technological and digital developments. In addition, there is also a social return that cannot be translated into financial economic value, which is the personal return on the individual himself, who appears in his daily behavior and the management of his personal life more efficiently than the uneducated person in terms of consumption, spending, investment, savings, healthy and environmental behavior, raising children, etc. (Kolesnikova, 2010).

2. 1. 3 Suitable living conditions for housing:

One of the ABCs of the human development of the society is to ensure safe and appropriate material living conditions for individuals , and to provide all basic services such as clean water, electricity, easy means of transport, communication tools and other means of overcoming difficulties and challenges in their daily lives. This section sheds light on the foundations of a decent life for the human person and reviews a set of indicators that reveal some aspects of the basic structure of a decent life, representing the minimum reasonable limits for adequate living. These indicators include the availability of basic needs for clean and hygienic water, sanitation and lighting and electricity systems.

Figure 7 shows the integration of basic services such as clean drinking water, sanitation services and electricity networks in most Arab countries, and the proportion of the population reaching these basic needs is declining in the Republic of the Comoros, the Republic of Mauritania , the Republic of Djibouti, the Republic of Yemen, the Republic of Sudan and Somalia.

¹¹ Studies of the economic return of education are well-known studies in the economics of education to calculate the relationship between investment in education expressed in the cost of the educated individual to graduate at a certain level of education and the income earned by this person during the years of his working life calculated by the current value of investment and income.



Source: Sachs et al., (2023)

Figure 7: Percentage of the population with access to clean drinking water, sanitation and electricity in the Arab countries in 2023.

It is clear from the above figure that basic services in the provision of basic drinking water, sanitation and electricity are low in the Republic of Yemen, the Islamic Republic of Mauritania, the Republic of Somalia, the Republic of Djibouti and the Republic of the Sudan. More than 40% of the population do not have access to these services. Sanitation services also remain low in Comoros, where less than 40% have access to such services.

2. 2. The second dimension: Healthy living addresses each of the following indicators:

- Life expectancy at birth: The average number of years a person expects to live in "full health" from birth¹².

¹² - World Health Organization definition <https://data.who.int/ar/indicators/i/90E2E48>

- Maternal mortality rate (per 100,000 live births): Expressed in the number of maternal deaths over a given period of time per 100 thousand live births during the same time period.
- Neonatal mortality rate: The number of deaths during the first 28 complete days of life per 1000 live births in a given year or other period.
- Under 5 mortality rate: The probability that a child born in a specific year or period will die before the age of five is calculated as a rate per 1000 live births.

Addressing health indicators, especially among mothers and children up to the age of five, is vital and important in relation to education; The early care that children receive in their first years from birth to five years of age is important in determining the quality of future healthy or social life, the child in these years grows his brain, learns speech, movement, formation and control, and learns how to communicate with others, thus forming the foundations of knowledge and learning. Such care is always shared between the family and the State, with its health, social and educational services. One of the factors contributing to the strengthening and strengthening of this partnership is the raising of the educational level of the family and of the mother in particular. Studies have shown a strong correlation between mothers' level of education and healthy family lifestyles, as well as health risk-averse behaviors in everyday practices in general. The relationship seems to be more evident in developing and poor countries, where field studies in these countries show that women with an adequate amount of education are more able and aware than women who are not educated to care for their health during pregnancy, and are more aware of the care of their child in the early years of incubation. sexual and family health education promotes improved reproductive health and reduced rates of HIV/AIDS (HIV/AIDS) among adolescent girls (UNESCO, 2005). At the same time, studies demonstrate the impact of health on education; Statistics show that health and nutrition interventions for poor children lead to an increase in years of education by 2.5 years, and malaria prevention interventions lead to a 62% reduction in school absenteeism (who, 2021). The United Nations and its agencies have formed a partnership to promote "effective School Health and Nutrition", which aims to promote the health and nutrition of children and adolescents of school age to enable them to learn and grow well, by launching the Resource focus on effective School Health (fresh) initiative at the World Education Forum in 2000 (UNESCO, 2020). UNESCO is currently coordinating with who in the implementation of its "Global Standards for Health-enhancing Schools" initiative, which aims to ensure that all schools promote life skills, cognitive and social-emotional skills, and healthy lifestyles for all students of science. Egypt is included in the pilot phase of the pilot countries (World Health Organization, 2021).

These reports address a range of health-specific indicators, emphasizing that the impact of education on these indicators may not be direct, but that it can have an impact on the health

practices and conscious attitudes of the individual in his or her life, which are a permanent and continuing habit.

2. 2. 1 Life expectancy at birth:

This indicator is considered one of the most important indicators of public health in the country because it is affected by many special factors related to health services available to newborns and children, such as immunization against diseases, and the level of basic logistics services to lead a healthy life, such as clean water. The higher life expectancy reflects an improvement in the overall health of individuals in the country and the humanitarian situation in the country. Table 1 shows the average age at birth in the Arab countries in 2021.

Table 1: Life expectancy at birth 2021

The State	Life expectancy at birth	The State	Life expectancy at birth
Sultanate of Oman	73	State of Qatar	79
Syrian Arab Republic	72	United Arab Emirates	79
The State of Libya	72	State of Kuwait	79
Republic of Iraq	70	Kingdom of Bahrain	
Arab Republic of Egypt	70	Saudi Arabia	79
Republic of the Sudan	65	People's Democratic Republic of Algeria	77
Islamic Republic of Mauritania	64	The Lebanese Republic	76
Republic of Yemen	64	Republic of Tunisia	75
Republic of the Comoros	63	Kingdom of Morocco	74
Republic of Djibouti	62	The Hashemite Kingdom of Jordan	74
Republic of Somalia	55	State of Palestine	73

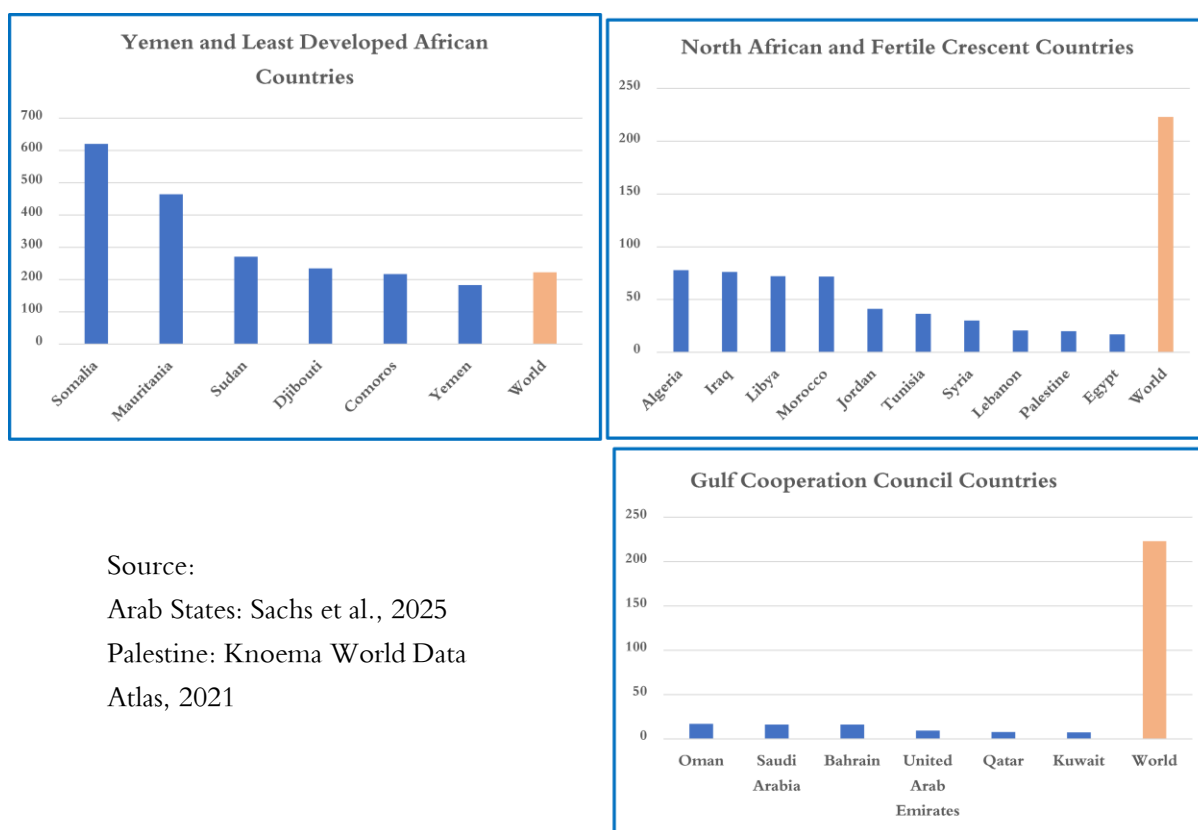
Source: UNDP, 2022A.

2. 2. 2. Maternal mortality rate per 100,000 live births:

The maternal mortality rate per hundred thousand live births is a key indicator in achieving the Sustainable Development Goals (goal 3: Ensure healthy lives and promote well-being for all at all ages) and aims to reduce the global maternal mortality ratio to less than 70 cases per

hundred thousand live births. Figure 8 shows this rate in the Arab countries compared to the global average. They were presented in three groups:

- North African countries and the fertile crescent countries: These countries have advanced status in health and education services in general, and the mortality rate in these countries is below the global average. However, there is still a very large disparity between them, with Egypt having the lowest mortality rate (17 cases).
- African least developed countries: These countries suffer from a low level of health and education infrastructure services. These countries are still far from the current global average, as well as the global target for the 2030 Sustainable Development Goals.
- The GCC countries are characterized by a good economic situation and high income, which has enabled them to achieve high levels of well-being for their people over the past decades, and have achieved low levels of mortality, ranging from 17 cases in Oman to 7 cases in Kuwait.



Source:

Arab States: Sachs et al., 2025

Palestine: Knoema World Data

Atlas, 2021

Figure 8: Maternal mortality rate per 100 thousand live births in the Arab countries in 2020.

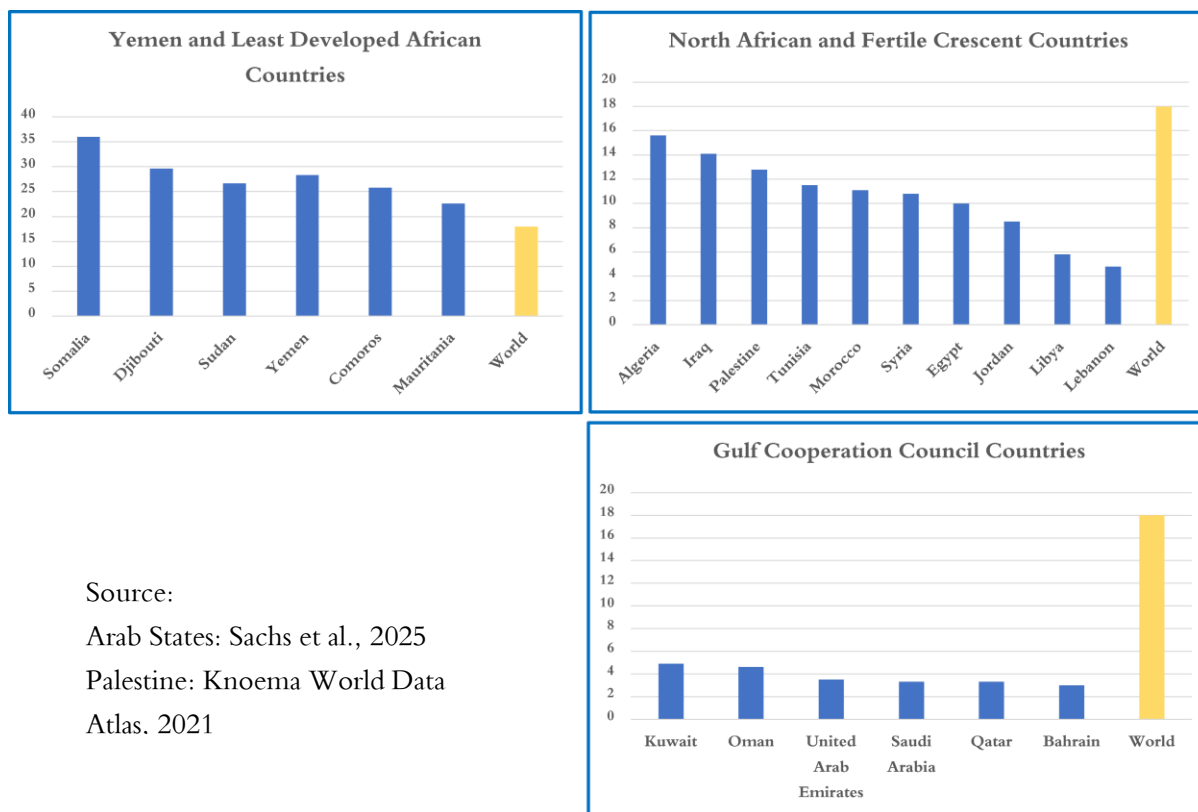
2. 2. 3. Neonatal mortality rate:

The neonatal mortality rate per 1000 live births reflects the overall level of health available to children in the country, the capacity of health authorities to care for infants, the health status of pregnant mothers and the level of public awareness among families to protect the pregnant mother and to care for her health and that of her unborn child during pregnancy. According to the World Health Organization, nearly one and a half million children died in the world under the age of one year in 2019. The main causes of death for these infants were complications of obstructed labor and diseases that could have been prevented or treated with simple and affordable interventions, mostly family care, adequate nutrition, healthy water and an adequate level of health services during pregnancy and at birth (WHO, 2022b).

When the United Nations adopted the Sustainable Development Goals (SDGs¹³) in 2015, it put under the heading of the third goal "ending preventable neonatal and under-five mortality by 2030". under this target, sub-goal 3.2, includes a reduction in neonatal mortality to at least 12 deaths per 1000 live births.

Figure 9 reflects the signs that the Arab countries have reached the first target of reducing infant mortality per 1000 live births. The figure also shows that infant mortality rates are high among the African least developed countries and Yemen: The Republic of Somalia (35), the Republic of Djibouti (28.5), the Republic of the Comoros (25.4), the Republic of the Sudan (25.7), the Islamic Republic of Mauritania (22) and finally the Republic of Yemen (21.9). The second and third country groups have infant mortality rates below the global level, but many have yet to meet the SDG target of just 12 deaths. These are the People's Democratic Republic of Algeria, the Republic of Iraq and the State of Palestine.

¹³ The goal is to "Ensure healthy lives and promote well-being for all at all ages."



Source:

Arab States: Sachs et al., 2025

Palestine: Knoema World Data

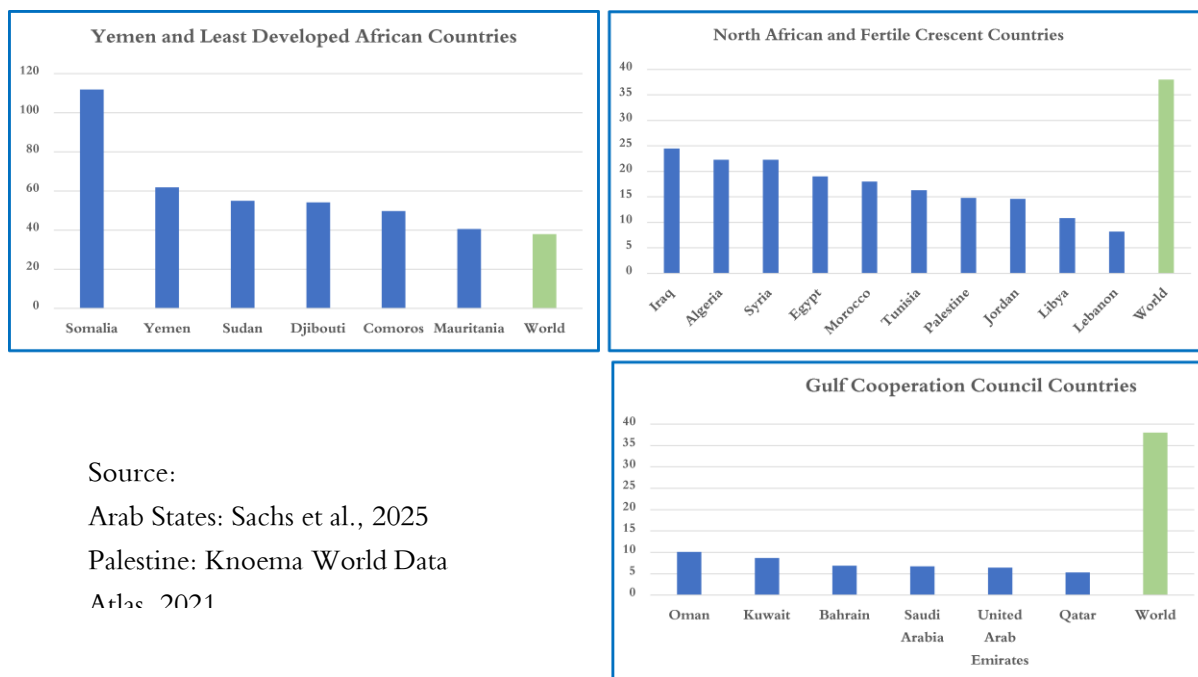
Atlas, 2021

Figure 9: Neonatal mortality rate per 1000 live births in 2021.

2. 2. 4 Under-5 mortality rate

The World Health Organization estimates that millions of children die before the age of five from causes that could have been prevented or treated in the first place. According to who, malnutrition is one of the leading causes of death among children under five. The monitoring and follow-up of this indicator is a direct indication of the level of health services provided to children of this age as they are at greater risk of health risks, as well as the immunity they receive will give them a long and healthy life. This target is included in the United Nations targets for achieving the third Sustainable Development goal, which is to reduce under-five mortality to at least 25 deaths per 1000 live births. Figure 10 presents the child mortality rate in this age group in the Arab countries in the three groups, showing similar results to the previous results where North Africa and the fertile Crescent countries achieve rates below the global average of (38) deaths. their rates are also considered to be equivalent to those required to be achieved as a goal of the Sustainable Development Goals. African least developed countries and Yemen vary in this indicator, with mortality rates for children under five in

Somalia being among the highest (99.9), while the rest of the countries are at levels close to the global average (who, 2022b).



Source:

Arab States: Sachs et al., 2025

Palestine: Knoema World Data

Atlas 2021

Figure 10: Under-5 mortality rate per 1000 births in 2022.

2.3 The third dimension: Knowledge acquisition and addresses the following indicators:

- Literacy rate among population aged 15 years and over: Expressed in the number of literate population aged 15 years and over, expressed as a percentage of the total population aged 15 years and over.
- Literacy rate for the population aged 15 to 24 years: The number of the population in the 15 - 24 age group with literacy and basic numeracy skills expressed as a percentage of the total population in the same age group.
- Primary school enrollment rate: Total enrolment in primary education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to primary education in a given school year.

2.3. Literacy rate among population aged 15 years and over:

This aspect is concerned with the knowledge level of the population, especially the literacy level of the population aged 15 years and over. This indicator provides important information on the level of literacy among the population, which is different from the concept of illiteracy, which is one of the most serious educational and social problems in developing countries, with its negative effects at various levels. The concept of illiteracy refers to the person who is not able to read and write at all and is calculated as a percentage of the population in the same age group. This concept is called alphabetical illiteracy without cultural illiteracy, which includes cultural, cultural and numerical dimensions that may be difficult to enumerate in the calculations and projections of population surveys.

The concept of reading refers to the person who can read, write and understand a simple and short text about his daily life, and the concept of reading includes the ability to perform simple calculations. Literacy has been included as a single goal within the targets of the fourth Sustainable Development goal 2030, which stipulated that by 2030, all young people and a large proportion of adults, men and women alike, will be literate and numerate.

The Ninth Statistical Bulletin of ALECSO for 2023 indicates that the number of illiterate persons in the Arab countries is 70 million among those aged 15 years and over, and that women constitute 62% of this number (ALECSO, 2023A). States have endeavored to combat illiteracy in various ways, both through the provision of free education and the enactment of compulsory education laws and through adult education and literacy programs, especially in rural and rural areas. Despite the progress it has made in this area, challenges remain persistent and significant. From the data available for 2022, it appears that the disparity between the Arab States in the area of literacy of the adult population over the age of 15 is evident, as shown in table 2.

Table 2: Literacy rate of of the population over 15 years of age.

No	The State	The year	The literacy rate of the population over 15 years of age
1	United Arab Emirates	2022	98.00
2	State of Qatar	2015	98.00
3	State of Palestine	2022	98.00
4	Saudi Arabia	2020	98.00
5	Kingdom of Bahrain	2023	98.00
6	Sultanate of Oman	2022	97.00
7	State of Kuwait	2020	96.00
8	The Hashemite Kingdom of Jordan	2023	95.00
9	Syrian Arab Republic	2021	94.00
10	The Lebanese Republic	2018	93.00
11	Republic of Iraq	2017	86.00
12	Republic of Tunisia	2022	85.21
13	People's Democratic Republic of Algeria	2022	81.41
14	Kingdom of Morocco	2022	77.35
15	Arab Republic of Egypt	2022	74.50
16	Islamic Republic of Mauritania	2021	66.96
17	Comoros Islands	2022	61.71
18	Republic of the Sudan	2018	60.70
19	Republic of Somalia	2022	54.00
20	The State of Libya		Not available
21	Djibouti		Not available
22	Republic of Yemen		Not available
	The global average	2023	87.36

Data source: Our World in Data, 2023.

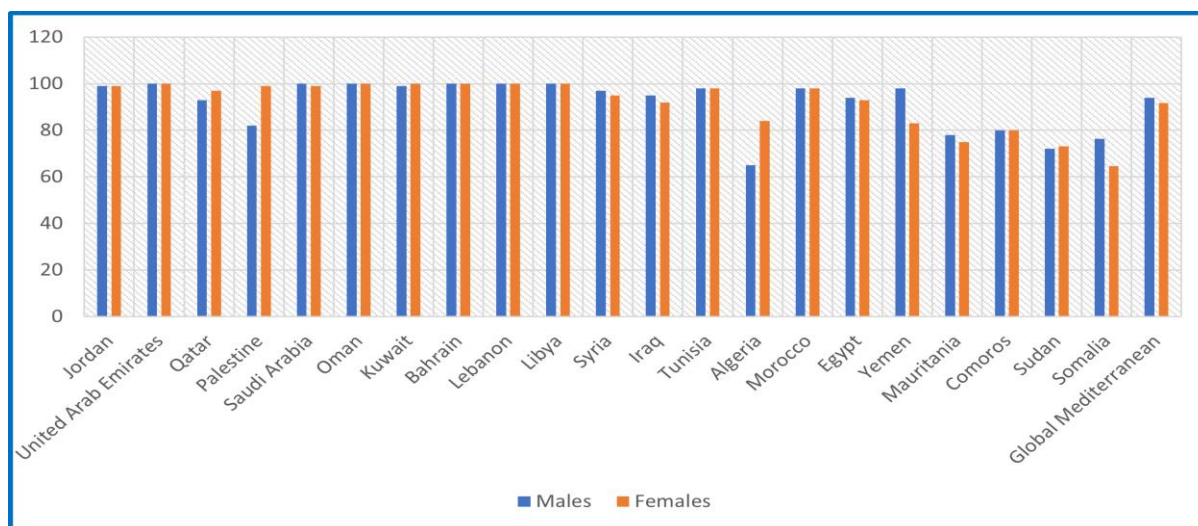
Literacy rates in the age group 15 years and over exceed 90% in the GCC countries except the Republic of Yemen and in the Lebanese Republic, the State of Palestine, the Hashemite Kingdom of Jordan and Libya. The rates in the Syrian Arab Republic, the Republic of Iraq, the People 's Democratic Republic of Algeria, the Kingdom of Morocco and the Arab Republic of Egypt are medium. The rate is lower among the Arab countries in Somalia, where the literate population is only 41%, and the rest of the Arab countries are also considered to have modest rates: The Republic of Yemen, the Islamic Republic of Mauritania, the Comoros and the Republic of Sudan.

2. 3. 2 Literacy rate of population aged 15 – 24 years.

In this section, we highlight the group of children and young people, a group that is expected to have more educational opportunities than previous generations. This rate is one of the targets of the fourth Sustainable Development goal (Sustainable Development goal IV), which states that ensuring equitable and inclusive quality education for all and promoting lifelong learning opportunities for all. Target 4.6: " By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy ".

According to the sources of the Arab Organization for Education, Culture and Science (ALECSO) (2023), the number of illiterate youth in the age group 15-24, reached 9.4 million in 2020. The organization expects this number to drop to 8.8 million by 2030, but the number remains huge given the importance of this young group, which is expected to participate in the labor force and form the backbone of employment in the Arab countries.

Figure 11 shows the literacy and numeracy rate between the ages of 15 and 24 in the Arab States by sex, showing that most Arab countries have almost achieved this basic target for young men of both sexes. On the other hand, the percentage is low in a number of North African countries, namely the People's Democratic Republic of Algeria, the Islamic Republic of Mauritania, the Republic of Sudan, the Comoros and the Republic of Somalia, in addition to the Republic of Yemen in the Arabian Peninsula. The gap also appears in the literacy rate between males and females. The ratios for females fall to 75 compared to 77.9 for males in the Islamic Republic of Mauritania, to 64.7 for females compared to 76.3 for males in the Republic of Somalia, and to 82.7 for females compared to 97.6 for males in the Republic of Yemen.



Source: Our World on Data, 2024b.

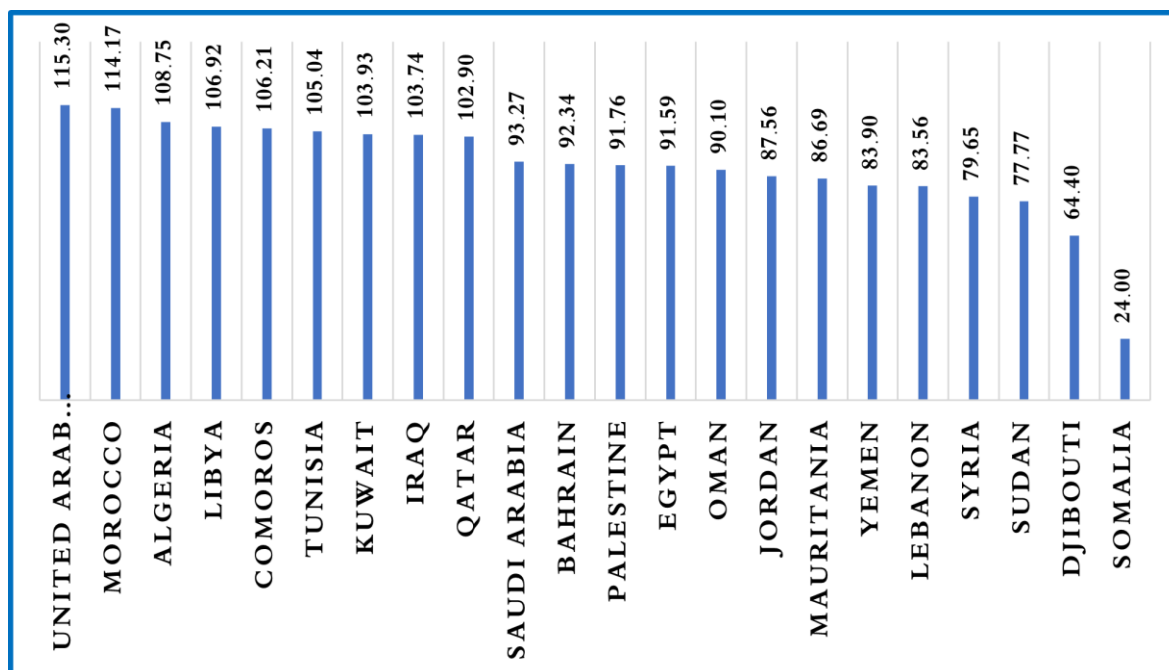
Data for countries in 2021 or 2022 excluding Algeria whose data dates back to 2019

Figure 11: Literacy and numeracy rate for the age group of population 15 - 24 by sex for the years 2021/2022.

2. 3.3. Gross enrollment rate at primary level:

This rate calculates all students enrolled at a particular stage regardless of the expected age of that stage, attributed to the number of members of the community in the life span of the stage. If the output is greater than 100, this means that a percentage of students in a age group older than that age group are still enrolled in primary school. This rate is used to indicate the absorptive capacity of education at a given level and also reflects the overall level of participation in education by members of the community. A figure of around 100% or more indicates that the education system is able to accommodate the entire school-age population. The 100% indicates that all school-age people are enrolled at school, but it also does not confirm this conclusively. The educational community therefore uses the net enrollment rate, which reflects the percentage of the population in the same official age group of the stage divided by the population in the same age group.

In this section, we will limit ourselves to identifying the gross enrollment rate in primary education in the Arab countries as the minimum basic education that provides all the basic knowledge and skills for entry to the next stages of education. Figure 12 shows these rates for 2023.



Source: Arab Development Portal, 2023

Ministry of Education, Culture and Higher Education in Somalia, 2022

Figure 12: Gross enrollment rate in primary education in the Arab countries in 2023.

Although the previous trend observed in inequality among Arab countries is repeated when this figure is also read, this disparity is less severe. With the exception of Somalia and Djibouti, where enrollment rates are lowest (24%) and the second (64.4%), the rest of the Arab countries are divided into two groups.

First: Countries with enrollment rates exceeding 100% are the United Arab Emirates - Kingdom of Morocco - People's Democratic Republic of Algeria - State of Libya - Comoros - Republic of Tunisia - Republic of Iraq - State of Kuwait - State of Qatar. The reasons for this may be due to multiple factors depending on the situation of each country, there is a higher probability of having students over the legal age of education due to repetition and repetition in the class, there is also the possibility of accepting children below the age of the stage, and there is the possibility of accepting expatriates from other countries in education. accepting immigrants or immigrants. Therefore, studying each system individually, especially identifying the repetition, repetition and drop-out rates at each stage, explains the reasons for the higher rate than 100%.

Second: Countries with gross enrollment rates of less than 100% and 10 countries, ranging from 92.34.5% in the Kingdom of Bahrain to 79.56% in the Syrian Arab Republic. The drop

in the rate below 100 reflects here a group of school-age children who are out of school either because they drop out of school before completing their education or because they do not attend school. In addition, a number of these countries are in precarious situations of internal conflict and conflict, which may prevent school-age children from enrolling in education.

2: 4: Use of modern and digital technology:

The world is moving toward a new stage in the technological revolution or what is now known as the Fourth Industrial Revolution, which is characterized by the penetration of emerging technologies such as artificial intelligence, robotics and others. Societies and states must prepare for this phase and stand up to the challenges that prevent it. There are major challenges for developing countries, especially poor countries, to keep up with these transformations and narrow the digital divide between them and developed societies. Digital technology is receiving great attention in many Arab countries, at the global level, the Arab countries ranked fourteenth in digital transformation, the UAE topped the first place at the regional level and ranked eighth at the global level, while Saudi Arabia ranked second regionally and the fiftieth place globally. At the individual level, data shows that 130 million people in the Arab countries use modern communication applications (Arab Monetary Fund, 2023).

The proliferation of electronic communication networks is one of the most important drivers of societal transformation and institutional and individual empowerment; It is the digital infrastructure that allows the communication, transmission, storage and processing of information. This report reviews the use of mobile phones and the Internet by individuals in the Arab States as a manifestation of the availability and spread of this infrastructure, and thus monitoring the following:

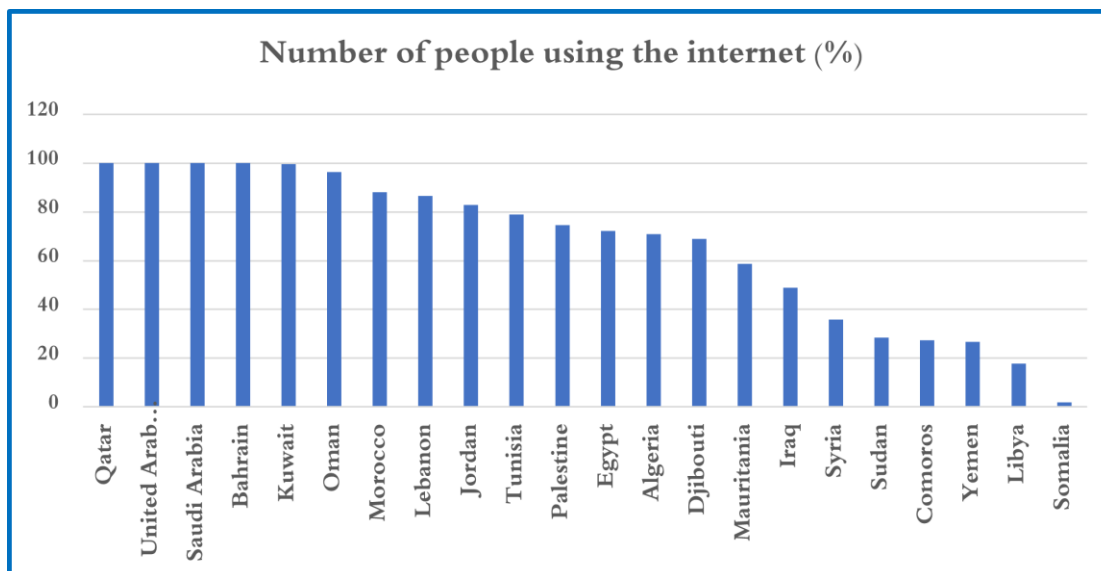
- Percentage of people who use or own a mobile phone.
- Percentage of people who use the Internet.

These two indicators are a preliminary evidence of the state's ability to provide basic technology to its individuals and institutions in internal communication and communication with the outside world, as well as the opportunities for individuals and institutions to communicate and as this technology is the primary means of knowledge, learning, work and others. Figure 13 shows the population using mobile phones and the Internet in the Arab countries.

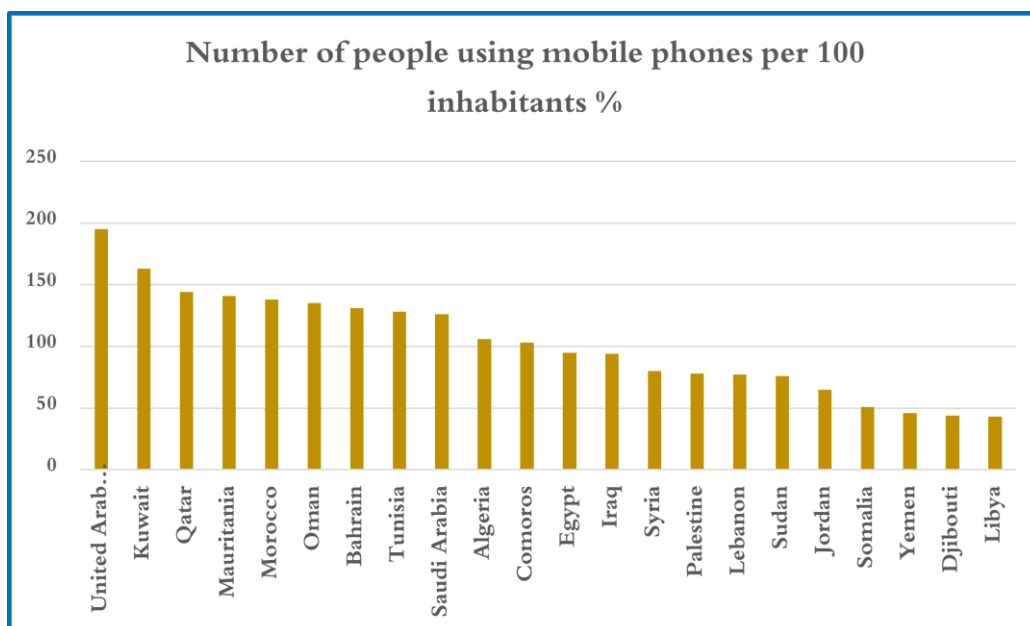
As shown in the figure:

- Mobile phone usage exceeds the population in some countries and reaches 200% in the UAE, but drops to (43%) in the Republic of Djibouti, (51%) in the Republic of Somalia and (54%) in the Republic of Yemen.
- Internet usage rates are lower than mobile phones, reaching 100% in the UAE, Saudi Arabia, Bahrain and Qatar, and Kuwait and Oman are close to that. It also remains high in other Arab countries, namely the Kingdom of Jordan, the State of Palestine, the

Lebanese Republic, the People's Democratic Republic of Algeria, the Kingdom of Morocco and the Arab Republic of Egypt, although in varying proportions ranging from 88.9% in Morocco to 72.1% in Egypt.



Source: Sachs et al, 2024



Source: Arab Educational, Cultural and Scientific Organization (ALECSO),

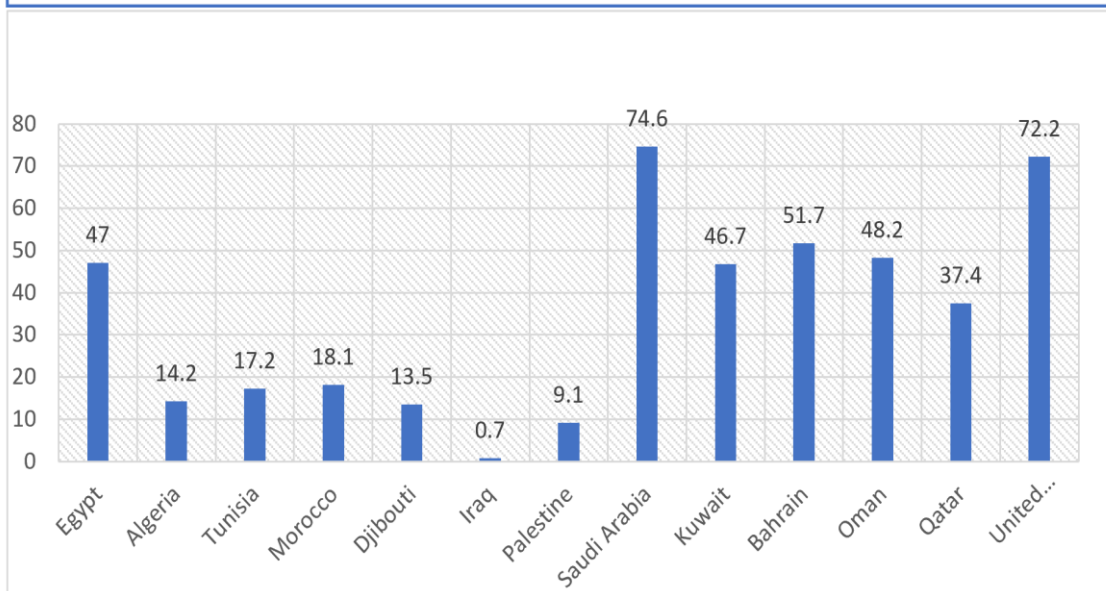
Figure 13: Population using the Internet and using a mobile phone as a percentage of the total population in the Arab countries in 2021.

The digital divide in technology is evident among the Arab countries in relation to these two indicators, widening in Somalia and the Republic of Yemen in particular, and narrowing slightly in the Republic of Sudan, Djibouti and Comoros. The occurrence of such disparities has to do with the capacity and potential of countries to take advantage of advanced and digital opportunities, which can be a driving force for development and enable lagging countries to catch up on the paths of progress toward the well-being of peoples and institutions.

In the field of education, the level of technology employment has increased in the past years, and the impact of this is especially evident during the COVID-19 pandemic, which hit the whole world and was an opportunity to show the importance of digital transformation in our era in the field of education. distance learning has helped keep the education system from collapsing and has prevented schools from stopping their mission. In the period of school closures during the Corona pandemic, 95% of the world's education ministries implemented some form of distance education. Yet many of them have lagged behind: Although 91% of countries used online learning platforms in that period as an alternative to closing schools, these platforms reached only a quarter of students globally (UNESCO, 2023).

The use and use of digital technology is considered one of the key inputs to quality education at present and serves as an indicator in this area, including availability of infrastructure and the knowledge and preparation of teachers for use in teaching methods. the extent to which the competencies of digital know-how are incorporated into the curricula to include minimum proficiency in reading and mathematics and, more importantly, the extent to which learners (students) are able to use them in all aspects of their working and social life (UNESCO, 2023). Figure 14 shows the proportion of youth and adults with ICT skills in the Arab States in a range of digital skills, including: " install electronic programs - attach file - create file - copy paste - connect to the Internet - transfer files - copy files - employ mathematical formulas - programming language". These data were taken from the follow-up reports on the implementation of the 2030 Agenda for Sustainable Development of goal 4-4, which states "to significantly increase the number of youth and adults with the appropriate skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship, by 2030"

Goal 4-4-1: Percentage of young people and adults who possess information and communication technology skills, by skill type



Data Source : UNESCO UIS. (2023).

Figure 14: Percentage of youth and adults with basic digital ICT skills in some Arab countries for the years 2021/2022

Education, as the source of production of human capital, faces a double equation. It is not required to deal with technology and employ it as a consumer and recipient of it, but rather to promote the transfer and development of technology so that the outputs of education are an effective tool in the production and development of advanced technology in the future. The institutions of university education represent the basis for this role through their interaction in the processes of innovation, research and scientific development and support for talented students and researchers in this field.

2: 5 Classification of Arab countries according to the value of the Human Development Index:

This item sets out a summary of the situation of the Arab countries with regard to the most important indicators of standard of living, health and knowledge that have been presented in the past, according to the value of the Human Development Index. This guide, which is issued annually by the United Nations Development Program, contains an expanded concept of human development. increasing one ' s income goes beyond expanding one ' s choices by promoting

their rights, freedoms, potential and opportunities and enabling them to lead a long and healthy life (UNDP, 2015). Under this concept, economic growth is considered a means of human development. For this purpose, the "Human Development Index" was adopted, which is a broad concept of human development that goes beyond annual income. It is a composite index whose total value is equal to a valid one that focuses on the three basic dimensions of human development:

- An adequate standard of living, measured by per capita GNI (purchasing power parity in dollars).
- The ability to live a long and healthy life measured by life expectancy at birth (years).
- Ability to acquire knowledge as measured by average years of schooling and expected number of years of schooling (in years) (UNDP, 2015).

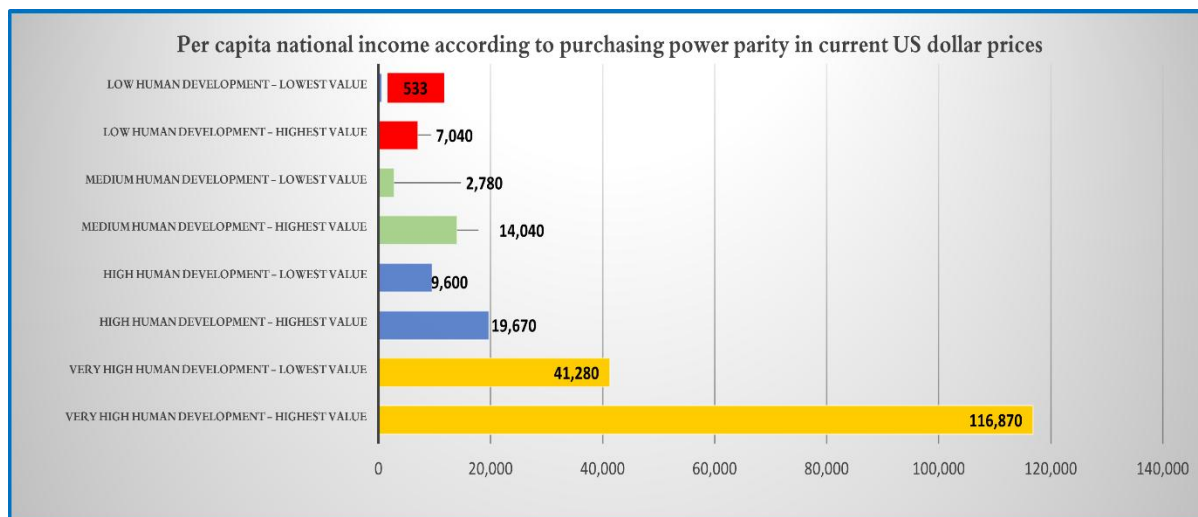
The HDI also adopted a composite value of these indicators that is equal to a maximum of one valid, and countries are divided according to the HDI value into four groups:

- Low Human Development Group; Where the value of the index is less than 0.550.
- Medium Human Development Group; The value of the index is between 0.550 and 0.699.
- High human development Group; The value of the index is between 0.700 and 0.799.
- Very high human development Group; Where the value of the index is 0.800 or more (UNDP, 2025).

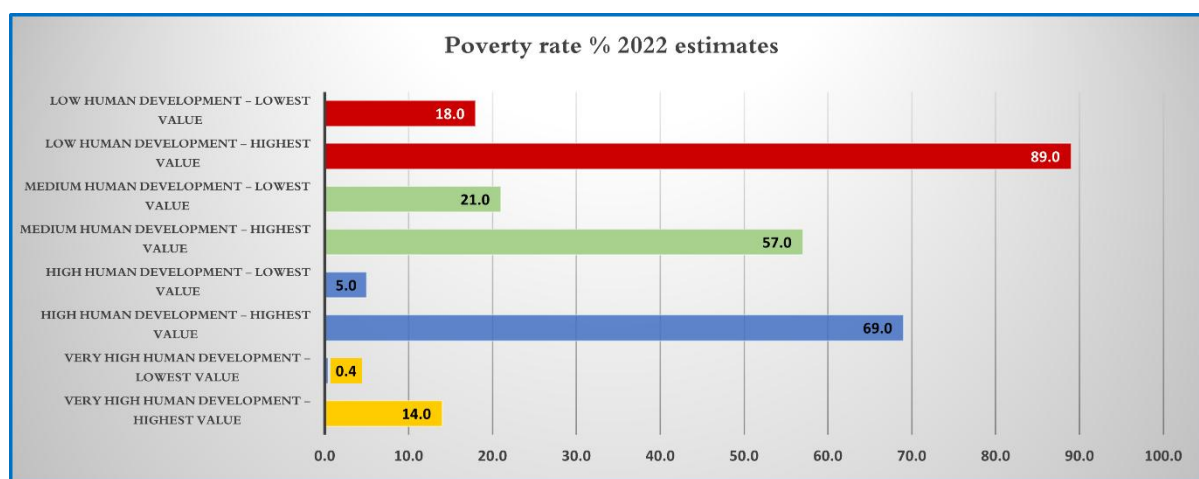
The Human Development Index and composite values have been of high importance since its implementation, measuring and tracking progress, stability and disparity between countries at the global and regional levels, and showing the level of achievements and challenges facing each country. The Arab countries were distributed in the Human Development Index 2023 as follows:

- The Very High Human Development Group includes the GCC countries.
- The High Human Development Group includes, by the value of the index, the People's Democratic Republic of Algeria - the Hashemite Kingdom of Jordan - the Arab Republic of Egypt - the Lebanese Republic - the Republic of Tunisia - the State of Libya and the Kingdom of Morocco.
- The Medium Human Development Group includes, the Republic of Iraq - the State of Palestine - the Comoros - the Syrian Arab Republic - and the Islamic Republic of Mauritania.
- The Low Human Development Group includes, by index value, the Republic of Djibouti - the Republic of Sudan - the Republic of Yemen - the Republic of Somalia.

This disparity between the Arab countries in the value of the Human Development Index is a clear reflection of the disparity in the indicators of the standard of living, health and education, as shown in figures (15) and (16, a-b-c). (17) Distribution of Arab countries according to the value of the Human Development Index for the year 2023 and their achievement in these indicators respectively.



Source: World Bank Group, 2024.



Source: Data from Arab States: Economic and Social Commission for Western Asia (ESCWA), 2022.

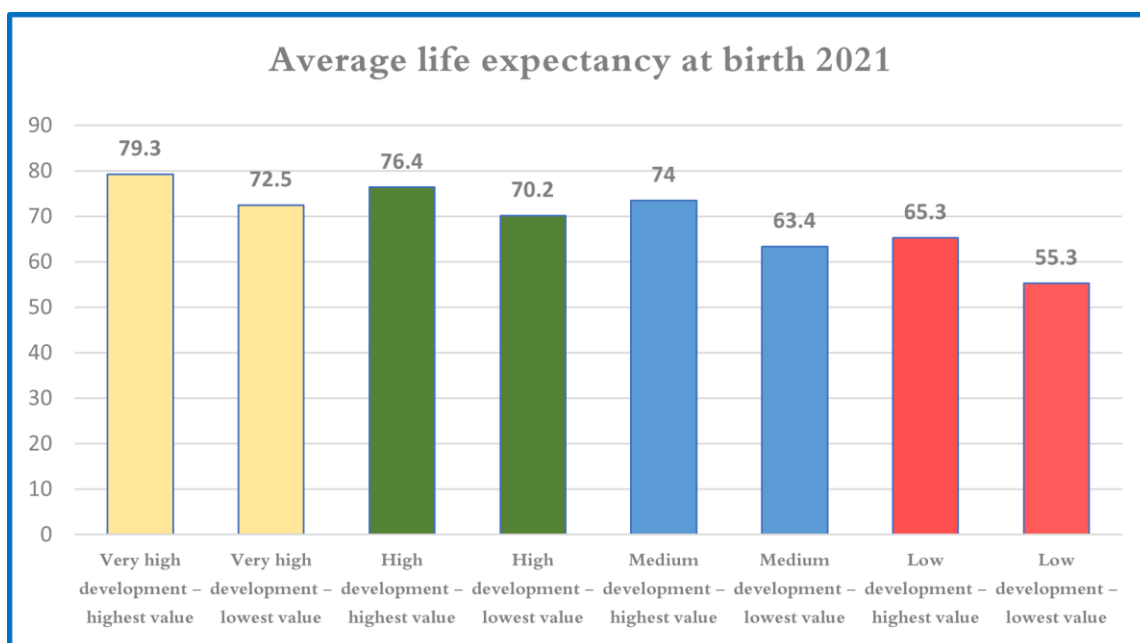
Data from the countries of cooperation (very high human development): Economic and Social Commission for Western Asia (ESCWA), 2023.

Figure 15: Classification of Arab countries according to indicators of living standards and the value of the Human Development Index for the year 2023

The above figure shows the highest value and lowest value of the indicators of per capita national income and poverty rate in the Arab countries after the classification of these countries according to the value of the Human Development Index. The wide disparity between the two indicators is evident, but the inequality appears to be greater in the per capita national income

index. There is a difference of about \$41K in purchasing power parity to the dollar for 2017 between the lowest value in very high human development countries and the lowest value in low human development countries. As for the poverty line, the gaps are also wide among Arab countries even at the level of one category, for example in the high human development category there is a difference between the lowest value and the highest value equal to 64%, and in the low human development category the difference is 71%.

These figures reveal the situation in a number of Arab countries and the major challenges related to addressing the problems of poverty and its causes among members of society as a primary factor in many societal diseases and a major obstacle to development. The following figures show a number of indicators for the Arab States, disaggregated by the value of the Human Development Index.

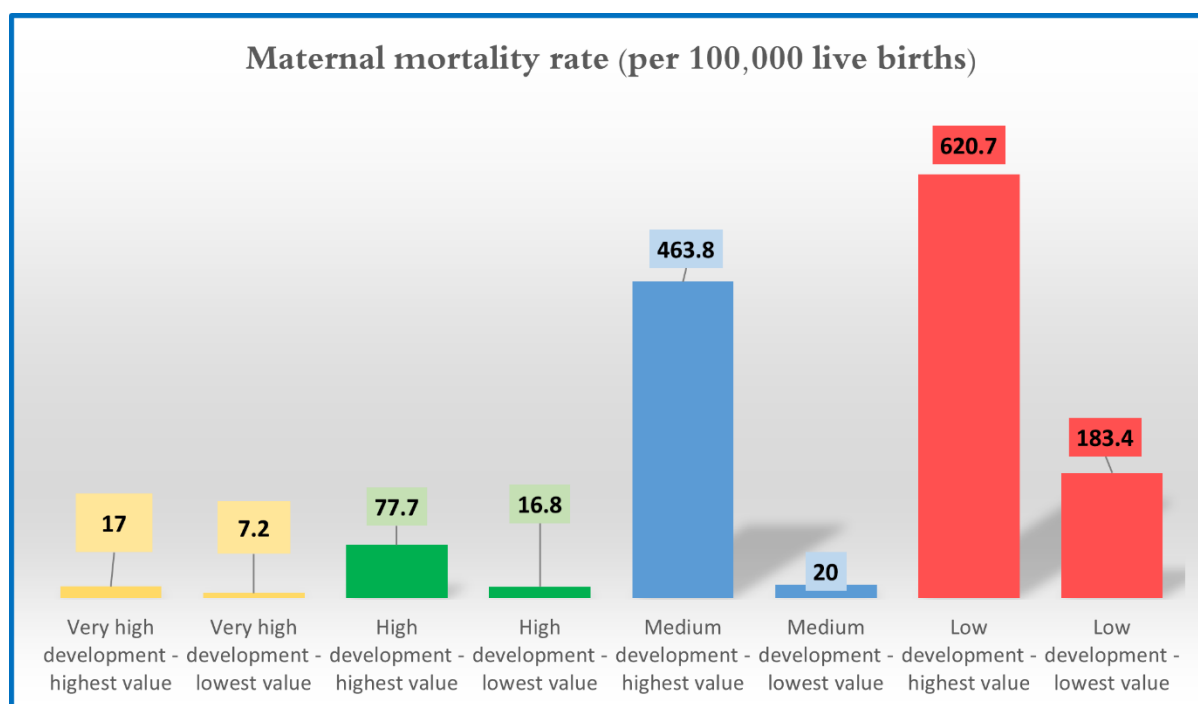


Source: Sachs et al, 2024

Figure 16.a: Classification of Arab countries by Health Index (life expectancy age at birth) and Human Development Index value

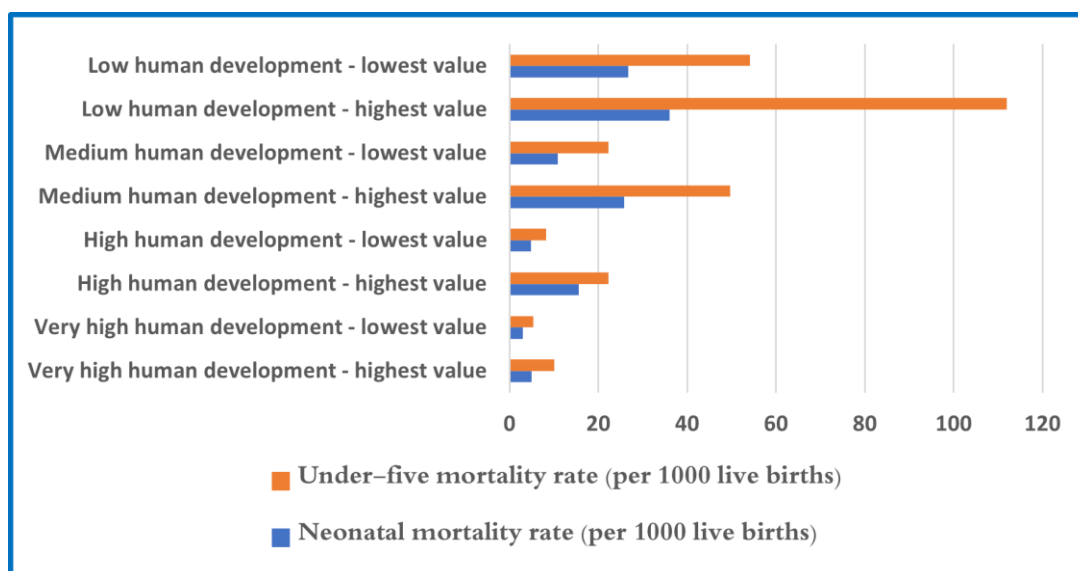
This indicator addresses the overall health level of the members of the community, where the average number of years lived or expected to live reflects the level of general health enjoyed during their lifetime and the care they are expected to receive in case of need. The longer life expectancy was an expression of a rise and improvement in the overall level of health. It is

clear from the above figure that the level of inequality is not as large as in the standard of living index. This reflects the efforts of Arab countries in the field of health that can be extended to a larger number of individuals in society and reach a wider segment of them. Figures 16 (b) and 16 (c) reflect indicators for a vulnerable group of members of society, namely mothers, infants and children under five years of age, who need specialized health care and continuing services, given their risks and the serious consequences of any failure or failure to provide service.



Source: Sachs et al, 2024

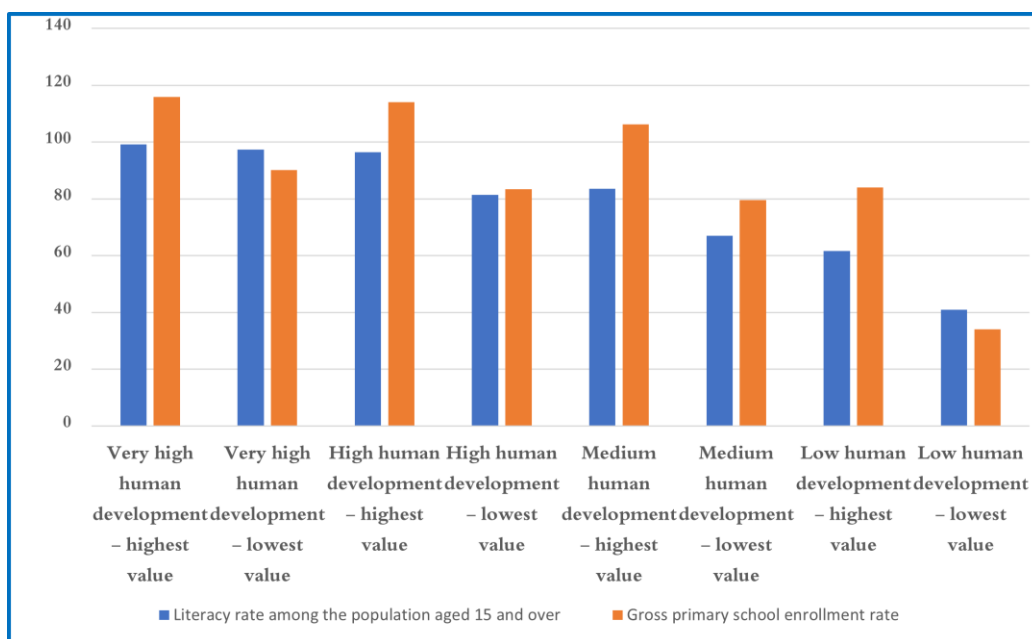
Figure No. 16-B. maternal mortality rate per 100 thousand live births



source: Sachs et al, 2024

Figure No. 16-C. Neonatal mortality rate and under-5 mortality rate per 1000 live births

This shows the high level of inequality between groups of countries, especially between low-development countries and other countries. There are clearly health efforts for births and children in the very high and high income groups, which clearly reduce the gaps between them. The third dimension of human development reflects the level of knowledge in the Arab States and their efforts in this area, which is reflected in an indicator on literacy among the population aged 15 years and over, as well as the enrollment rate of children in primary education, which is the minimum required for every person to have basic knowledge. These indicators are reflected in figure 17



Source: Gross Enrolment Rate in primary Education: Arab Development Portal, 2023

Literacy rate of population aged 15 and over: Our World on Data, 2024

Figure 17: Classification of Arab countries according to indicators of knowledge acquisition and the value of the Human Development Index

The disparity between groups of countries is still evident even at the level of one group. For example, in the group of low-development countries, there is a clear difference in the gross enrollment rate in primary education between the lowest and the highest value is 50%, and in this group the difference in the literacy rate between the lowest value and the highest value is 20%. In the middle human development countries, the difference between the lowest value and the highest value is reduced to 16.6% in the literacy rate index, and the difference in the enrollment rate in primary education is equal to 26.6% for the same group. The disparity between the same categories of countries is evident between the low and the middle human development countries, there is a clear gap of the lowest value in the literacy rate between the two groups equal 25.9%, and the gap in the enrollment rate in primary education between the two groups reaches 45.6%.

In the coming chapters, the report will take this classification into account when conducting analysis on education and quality, but employing other indicators will also be useful and important to get a clear picture of education quality.



Chapter III

Educational Indicators in the Arab Countries

Chapter Chapter III

Educational indicators in the Arab countries

Introduction: Introduction to Education indicators

Education indicators are numerous and complex and cannot be limited to a single quality report, and the levels of indication they provide about quality in education vary. The statistical observatories in the education systems of each State design their own system of educational indicators; Each system adopts an integrated set of indicators of educational practices, through which learning processes can be monitored and their efficiency assessed. There are a set of goals or functions achieved by the education indicators system in each country. The function of educational indicators is to describe the reality, identify the most important educational problems or potential ones, provide feedback on reform policies and programs and rationalize decision-making in the educational system. The indicators also help to achieve accountability and monitoring against expected performance standards and to assess the processes of education and the effectiveness of the education system in achieving the desired goals (Ogawa & Collom, 1998).

There are many frameworks for interpreting the quality of education and they tend to map an ideal education system that will guide policies, procedures, assessments and research on education practices; Through a set of indicators that are monitored to reveal the education system in each country according to its objectives, context and circumstances conditions⁽¹⁴⁾. In monitoring progress toward the Education for All goals, in particular the sixth Dakar goal (quality education), UNESCO has tested an analytical framework for regulating and understanding the various variables related to the quality of education. This framework assumes that the keys to improving the quality of education can be similar globally and that there are a set of key dimensions of education systems that affect the core of education and education processes (UNESCO, 2005); These are the characteristics of learners, the context that links education and society (values, trends and degree of wealth or poverty), the supportive inputs of human and material resources and associated teaching and learning processes, and finally the outcomes of learning that should be evaluated in the light of the objectives of education, it includes learner achievement and broader social and economic gains. The UNESCO Report to assess progress in achieving the Education Goals reviewed the results of numerous research and studies at the national and international levels, and deliberately examined the impact of education inputs and available resources as well as teaching and learning processes on achievement and individual skills development, both in the short and

14 For example, the quality model of the United Nations Children ' s Fund (UNICEF) methodology (UNICEF, 2009), the multidimensional social interaction methodology, the technical vision methodology for education (Barrett & Tikly, 2007), and the rights-based education model as the conceptual basis for quality education (Pigozzi, 2006).

long term. at the level of individuals and communities alike, a range of factors have a particular impact on the quality of education. In this context, the report reviews a set of indicators of quality and quality of education in educational systems. Highlights of the review include:

Resource and input indicators:

- Percentage of GDP allocated to education
- Number of years of schooling available in pre-primary education
- Percentage of children enrolled at pre-primary schools
- Duration of compulsory and free education available to learners
- Criteria for admission to the education profession
- The level of qualification of teachers with university qualification
- Conditions for teacher promotion

Indicators for teaching and learning processes:

- The number of school hours available for learning
- Time spent studying a particular subject
- Ratio of students to teachers
- Class size
- Repetition and dropout rates
- Periodic evaluation of learners' performance and regular tests

Indicators of the impact of quality education on per capita income and economic growth:

- Completion rate at all levels
- The number of years spent in education
- The extent to which the individual acquires basic cognitive competencies in reading, writing and arithmetic
- Average achievement of students in mathematics and science in international tests

The above indicators provide a framework that can be applied in all educational systems while always taking into account the local context of each system as well as its strengths and weaknesses. There may also be other qualitative indicators related to effective teacher teaching methods, how the curriculum and teaching and learning processes are adapted to the needs and characteristics of pupils, the role of the family and the socio-economic context, in which each system needs to be considered separately.

In this report, the "Report on the Status of Quality in Education in the Arab States", the system of inputs, processes and results will be applied to track education indicators and quality indicators as shown in Table 3.

Table 3: Education indicators and quality indicators according to the basic dimensions of the inputs, processes and outputs system

First Dimension: Inputs To The Educational Process (Education Indicators)	
1.1 Legislative Frameworks For Education Policies And Systems	It includes the legal legislation issued in the Arab States relating to the guarantee of basic education for all, the availability of legislation guaranteeing free education, and the indicators of legal guarantee for the provision of preschool education.
2 The Application Of Laws And Legislations In The Arab Countries	It shall provide indicators of the measures taken to implement all the obligations of the system established by laws and legislation; Such as pre-primary participation rates, first-grade enrollment, basic education enrollment rates, gender parity rates, and out-of-school rates.
3 Resources Allocated To Education In The Arab States Include:	
Financial Expenditures	Indicators include expenditure on education as a proportion of national output and government expenditure.
Human Resources	It is concerned with teachers in particular, and tracks indicators indicating conditions of employment, professional development and promotion mechanisms, as well as student rates per teacher.
Material Resources	It concerns infrastructure from schools and classrooms, education services from learning sources such as the Internet and computers, appropriate and safe physical facilities, support services such as books, transportation and nutrition, as well as infrastructure for special groups.
The Second Dimension: Education And Education Processes (Quality Indicators)	
2 -1 The Learner	The learner (the student) is the focus of teaching and learning processes. This aspect includes tracking the learning hours available to the student and the appropriate time allocated for activities and skills development.
2 – 2 The Teacher	Includes the appropriate environment for the teacher to provide quality education; This includes a quota of teaching classes, the material reward he receives and its link to the ladder of promotions in the job.
2 – 3 Curriculum And Learning Content	Courses and their relevance, their relevance to the needs of present and future generations, hours allocated to teaching indigenous and foreign languages, mathematics and science, time allocated for classroom instruction and accompanying school activities. It also includes indicators on citizenship education and the development of values of peace, security and human rights.
2 - 4 Educational Calendar	Evaluation is an important tool that can be used to achieve the quality of education and educational practices in the classroom in particular, including identifying evaluation policies at the system and school levels.
2 - 5 Adequate Classroom And School Environment That Is Physically And Morally Safe	Indicators include the distribution of education expenditures by basic stages and the per-student share of these expenditures, and indicators for class such as student density.
2 – 6 – 2 – 6 – Effectiveness Of Teaching Processes	It follows indicators specific to the educational system that include the expected number of years of schooling, completion rates, passing rates in central examinations, and dropout rates.

The Third Dimension: Outcomes And Outcomes Of Education (Teaching And Learning Outcomes)

3 Short-Term (Direct) Output Results	Quality education seeks to apply different methods to measure what has been learned, and these efforts must be multiplied to evaluate learning outcomes, which is why this aspect is concerned with tracking the measures taken in this field, both nationally and internationally. Indicators of proficiency in reading and math skills are also tracked.
3 – 2 Learning Outcome	It is calculated over the medium term to assess the effectiveness of the education system and its ability to equip individuals with the knowledge and skills they can employ in their social and professional lives. One of the most important indicators of this is the performance of students in large-scale international assessments. It includes important results for students in reading, mathematics and science subjects.
3 – 3 Long-Term Outcomes	The long-term value of education is calculated: • At the individual level: These include indicators of employment in the labor market and the continuation of higher education, and indicators of youth out of work or out of education or training. • At the community level: Indicators are the economic return on education.

In this chapter, we will discuss the first dimension, which is indicators for the inputs to the educational process, and will highlight indicators related to the educational context in the educational systems in the Arab countries. rather, they mostly reflect **the non-inevitable conditions in the education system that can be controlled** ⁽¹⁵⁾, and as such fall within the sphere of intervention by the educational policy planner by directly or indirectly influencing them through national policies, plans and various measures, and these indicators help to paint a holistic picture of education in the Arab countries, the road map for the same quality-related indicators in the second and third dimensions, which will be addressed in the subsequent chapter (IV). The content of this section is summarized as follows:

- The general landscape of education in the Arab countries.
- Legislative and legal frameworks and their interpretation in terms of the implementation of educational policies in the Arab countries.

¹⁵ In this context, we would like to refer to what has been presented in chapter II of this report, concerning population and human development, which has revealed the economic and social context, reflecting the external factors that influence educational policy. These factors represent **the inevitable and uncontrollable conditions of society, such as the** economic and social characteristics of society that educational policy must take into account, such as the distribution of the population by sex, region, ethnic and religious background, etc.

- Indicators of the extent to which these policies are implemented by monitoring and reviewing enrollment in education at different levels.
- Indicators on the mobilization and management of resources allocated to education, including financial and human resources, the learning environment available to learners, and the sources of support and support provided to them.

1. Landscape of education in the Arab States

The general education landscape is based on the presentation of statistical data on education provided by the Arab countries themselves that responded by completing the general education form, while the countries that did not respond by completing the data, the research report tried to rely on the data available in the official websites of these countries or in the reports of reliable international bodies. The aspects that we review in this section do not cover the different areas of the educational landscape, but rather they present some basic characteristics that give the reader a general idea of education in the Arab countries, so that the indicators of this educational landscape can be analyzed and understood below.

- The governments of the Arab countries are responsible for providing education to their citizens in general and recognize the principle of free education in basic education in particular. The majority of the Arab States adopt a 12-year general education scale; This includes 9 years of basic education, which is divided into two stages: Elementary and preparatory, and 3 years of secondary school, as we will see later. The State, represented by the Ministry of Education, approves the curricula of public schools from primary to secondary. Most Arab States have sought to provide basic education for all through the enactment of appropriate legislation, plans, financial and human resources and the implementation of educational programs, as we shall see below.
- Data collected in this research study indicate that there are approximately 96 million students enrolled in basic (primary and lower secondary) education and general secondary education. Students enrolled in public education constitute about 20% of the total population in the Arab countries, with this percentage varying from one country to another according to the nature of the demographic distribution in each country and the diversity of the population groups (see table 4).

Table 4: Students in general education as percentage of the population in the Arab countries.

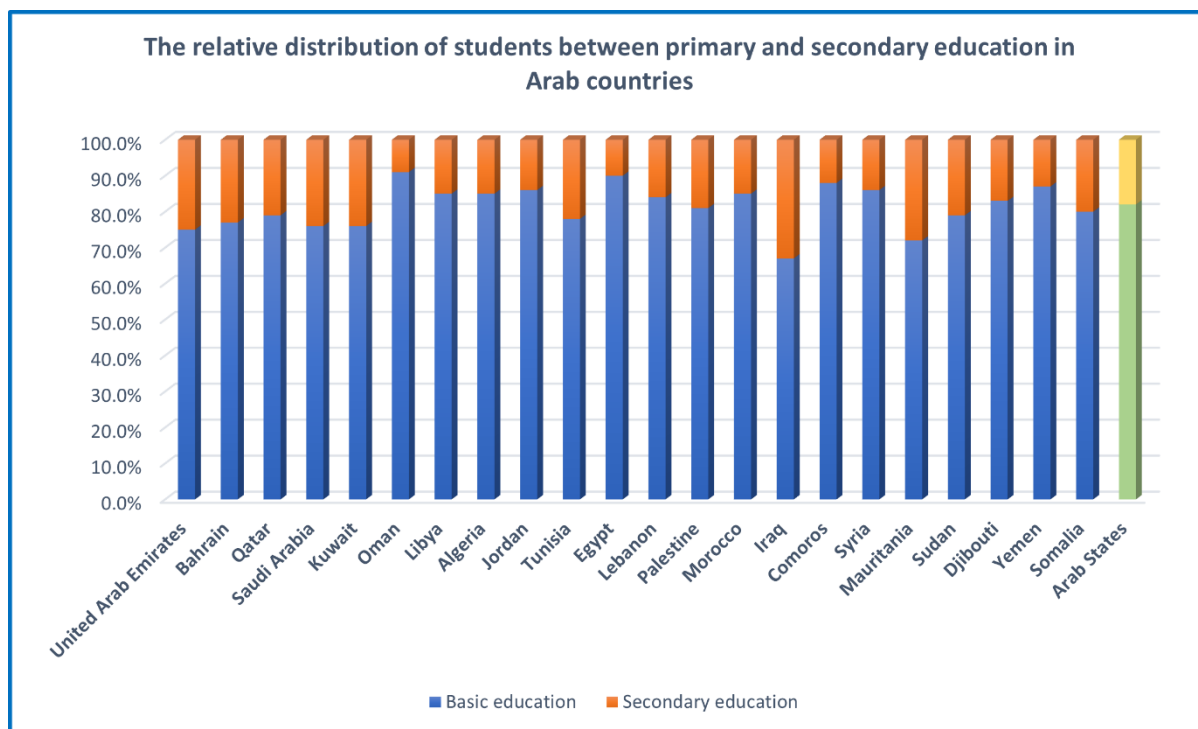
Arab States	Students	Population per year (2023)	Students % of the population
United Arab Emirates	1,195,023	10,483,751	11
Kingdom of Bahrain	224,753	1,577,059	14
State of Qatar	318,618	2,656,032	12
Saudi Arabia	6,397,641	33,264,292	19
State of Kuwait	617,559	4,853,420	13
Sultanate of Oman	909,972	5,049,269	18
The State of Libya	2,401,521	7,305,659	33
People's Democratic Republic of Algeria	11,128,140	46,164,219	24
The Hashemite Kingdom of Jordan	2,144,501	11,439,213	19
Republic of Tunisia	2,476,259	12,200,431	20
Arab Republic of Egypt	26,399,994	114,535,772	23
The Lebanese Republic	870,832	5,773,493	15
State of Palestine	1,382,932	5,165,775	27
Kingdom of Morocco	8,080,293	37,712,505	21
Republic of Iraq	9,895,845	45,074,049	22
Comoros Islands	195,190	850,387	23
Syrian Arab Republic	3,527,970	23,594,623	15
Islamic Republic of Mauritania	1,198,283	5,022,441	24
Republic of the Sudan	13,352,576	50,042,791	27
Djibouti	139,067	1,152,944	12
Republic of Yemen	2,628,964	39,390,799	7
Federal Republic of Somalia	863,167	18,358,615	5
Total Arab States	96,349,100	481,667,539	20

Source of population data: World Bank, 2023C.

Source for Student number Data: Arab States Data Forms for Education for 2023. Except: (Saudi Arabia: General Authority for Statistics, Saudi Arabia, 2019), (Lebanese Republic: Educational Center for Research and Development, Lebanese Republic, 2023), (Republic of Iraq: Statistics and Geographic Information Systems Authority of the Republic of Iraq, 2020), (Comoros: World Bank, 2021), (Republic of the Sudan: World Bank, 2025) and (Republic of Djibouti: Minister de l'Education Nationale et de la formation Professionnelle de la République de Djibouti, 2023).

We conclude from the previous table that there is a great disparity between the Arab countries, and there are various factors that interfere in determining these proportions, including the demographic characteristics of the Arab countries and their distinction to a young and young society, and the presence of foreign workers in the Gulf States is a factor in the low rates of students on the population in these countries than in the rest of the Arab countries. Libya has the highest student population, reaching 33% or one-third of the population, and students constitute 27% of the population in both the Republic of Sudan and the State of Palestine, which is a great burden on the education system in these two countries due to their economic and political conditions. Students in the Republic of Yemen only exceed 7% of the population and in the Federal Republic of Somalia the percentage is only 5%. The impact of the political, economic and social conditions in each country, as well as its laws and capabilities, is evident in its ability to embrace children of school age, open educational opportunities, and enable them to learn and acquire knowledge. In the following sections, the analysis will help to uncover the educational context in the Arab countries.

Students in basic education make up 82% of the students enrolled in formal education. This, of course, is a huge burden on funding education, in which countries commit to compulsory and free basic education, not to mention, of course, secondary education, which is also free in most Arab countries. The share of secondary education in terms of the number of students varies among the Arab countries and is affected by the flow of students graduating from basic education to secondary education. It is a stop for many graduates to enter the labor market, especially in agricultural or poor countries, where families depend on child labor to improve their standard of living. Figure 18 shows the distribution of students between basic and secondary education in the Arab countries. It is noteworthy that the rates of basic education are rising in most Arab countries, rising above 90% in both Oman and the Arab Republic of Egypt. It also rises above 85% in countries characterized by the diversity of societal cultures and the rural nature of their populations, namely the Comoros, the Republic of Yemen, the Syrian Arab Republic, the State of Libya and the Kingdom of Morocco. the People ' s Democratic Republic of Algeria and the Hashemite Kingdom of Jordan.



Source: Arab States Data Forms for Education for the year 2023. Part II - the first question, except:

- Saudi Arabia: General Authority for Statistics of Saudi Arabia, 2019.
- Lebanese Republic: Educational Center for Research and Development in the Lebanese Republic, 2023.
- Republic of Iraq: Statistics and Geographic Information Systems Authority of the Republic of Iraq, 2020.
- Comoros: World Bank, 2021
- Sudan: World Bank, 2025
- Djibouti: Ministère de l'Éducation Nationale Et de la formation Professionnelle de la République de Djibouti, 2023

Figure 18: Percentage distribution of students in general education between basic and secondary education.

- The data show that the primary school completion rate in the Arab countries rose from 75% in 2000 to 82% in 2022 (ESCWA, 2024), while World Bank data indicate that it reached 85% in 2023 compared to the global level for the same year, which reached 88% (World Bank Group, c2023).
- At the same time, although not at the same pace as in providing educational opportunities, the Arab States seek to improve the quality of education through the development and reform of curricula to suit the requirements of modern life, technology and information, to raise the level of teacher training and pre- and during-service

training, and to improve the educational environment. However, the levels of this development remain different among the Arab countries according to their capabilities, capacities and mechanisms of action. There are still many inequities between boys and girls, rural and urban, and in the quality and level of educational services for special groups and others (ESCWA, 2024).

- The private sector and the private sector in the Arab countries play a clear role in investing in the education sector from kindergarten to university education. The specialized bodies in the ministries of education are responsible for licensing private educational institutions and monitoring their performance, in accordance with the special laws and legislation that define the frameworks and regulations for establishing such institutions. The circumstances and justifications that dictate the size of the role played by the private sector and the type of education services it provides vary, as do the terms and conditions that each State sets on these institutions. The Arab States, as shown in table 5, are divided into four levels in terms of the share maintained by the Government in the provision of education services.

Table 5: Distribution of students in basic and secondary education by public and private education in the Arab countries.

The State		Percentage of students in special education	Percentage of students in public education	Total
UNITED ARAB EMIRATES		77.0%	23.0%	100%
KINGDOM OF BAHRAIN		34.0%	66.0%	100%
STATE OF QATAR		60.0%	40.0%	100%
SAUDI ARABIA		..	..	..
STATE OF KUWAIT		38.0%	62.0%	100%
SULTANATE OF OMAN		15.0%	85.0%	100%
THE STATE OF LIBYA		24.0%	76.0%	100%
PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA		2.0%	98.0%	100%
THE HASHEMITE KINGDOM OF JORDAN		28.0%	72.0%	100%
REPUBLIC OF TUNISIA		10.0%	90.0%	100%
ARAB REPUBLIC OF EGYPT		18.0%	82.0%	100%
THE LEBANESE REPUBLIC		72.0%	28.0%	100%
STATE OF PALESTINE		35.0%	65.0%	100%
KINGDOM OF MOROCCO		15.0%	85.0%	100%
REPUBLIC OF IRAQ	100%	5.0%	95.0%	100%
Comoros Islands	Data not available			100%
Syrian Arab Republic	100.0%	7.0%	93.0%	100%
Islamic Republic of Mauritania	Data not available			
Republic of the Sudan	Data not available			
Djibouti	100%	12.0%	88.0%	100%

Republic of Yemen	100%	8.0%	92.0%	100%
Federal Republic of Somalia	100%	59.0%	41.0%	100%

Source: Arab States Data Forms for Education for the year 2023. Part II – Statistics and indicators – first question except: (Saudi Arabia: General Authority for Statistics in Saudi Arabia, 2019), (Lebanese Republic: Educational Center for Research and Development in the Lebanese Republic, 2023) **and** (Republic of Iraq: statistics and GIS Authority of the Republic of Iraq, 2020) **and** Comoros: world Bank, 2021) (Republic of the Sudan: world Bank, 2025) **and** (Republic of Djibouti: Ministry de l'Education Nationale et de la formation Profésionnelle de la Republique de Djibouti, 2023).

The private sector's share in providing education opportunities varies from country to country, as does the impact of this sector on education and its payoff: In the Federal Republic of Somalia, for example, where the proportion of students in the government sector is reduced to 41%, private educational institutions provide education services to about 87.5% of primary students (ALECSO, 2024) students' access to education depends on their ability to pay fees, which average \$7.8 in primary education and \$17.2 in secondary education (Ministry of Education, Culture and higher Education in Somalia, 2023, table 6). In the GCC, the private education sector is expanding significantly, especially in the UAE and Qatar, and to a lesser extent in Kuwait and Bahrain. The Kingdom of Saudi Arabia is seeking to strengthen its partnership with the private sector in the provision of educational services, culminating in the "Independent Schools" initiative, which aims to transform a group of public schools to be operated and run by the private sector (General Authority for Statistics of Saudi Arabia, 2022). These initiatives in expanding the private education sector are driven by the important premise that this will contribute to improving education outcomes and raising quality. However, access to private education remains dependent on the ability of individuals in these countries to bear the burden of private education for their children. It is noted from the table (3-3) that the share of the private sector is also rising in the Lebanese Republic, noting that private education is divided into free and non-free education, with free private education attracting about 11% of the total students in the Republic (Educational Center for Research and Development of the Lebanese Republic, 2023, p. 8). In contrast, the proportion of students in the public sector rises to more than 90% in the People's Democratic Republic of Algeria (98%), where the system is centralized and education is considered a state prerogative and is available free of charge at all levels of education. it appears that the State has also strengthened the central education system with regard to the formation of private educational institutions. these institutions are bound by the official education programs set out by the Minister of Education, as provided for in article 60 of the National Education Act No. 08-04 of 2008 (Ministry of National Education of the People ' s Democratic Republic of Algeria, 2008). The study of pupils also culminates in examinations organized by the public sector in the same form and under the conditions applicable in public institutions (art. 63). The proportion of students in the government sector is also rising in the Republic of Iraq (95%), the Syrian Arab Republic (93%), the Republic of Yemen (92%) and the Republic of Tunisia (90%).

The general education landscape itself is shortened to reflect one pole of the education systems, which is the quantitative aspect more than the qualitative aspect, where the proportion of

students enrolled in public education is growing and many countries are approaching - as we will see later - the achievement of education opportunities for all in basic education. It also enters the private sector to contribute to meeting the needs of a large proportion of the members of society, and is expected to reflect this on the quality it provides because the nature of the system in this sector and its flexibility and its desire to attract the largest possible number of learners pushes it to keep pace with the needs of society and adapt it to the developments of this era to provide quality education. However, this scene cannot be generalized to all countries to the same degree, but there are still countries that are lagging behind in the mainstream to clear degrees, where there are many difficulties, challenges and obstacles that occur in the context of society and the state and are reflected in education clearly, as we will see in the following analysis.

The following sections of this chapter review a number of educational indicators related to the educational systems and legislation prevailing in the Arab States, and the effects of the enforcement of such legislation on the financial, human and material resources allocated to education.

2. Legislative frameworks for education policies and systems

The legislative frameworks in the Arab States are based on a set of principles to which they are committed, international laws related to human rights, the rights of the child, the rights of persons with disabilities, and other international instruments. This includes, in particular, the right to free and compulsory education, which guarantees access to a minimum level of basic education, as well as early childhood care and development and pre-primary education. All of these core objectives are reflected in the framework of action adopted by the 2030 Agenda for Sustainable Development in the Incheon Declaration to achieve the fourth goal of sustainable development education to the year 2030 (UNESCO, 2016).

The following legislation is the legal umbrella for education policies and programs, and thus to achieve the objectives contained in the 2030 Agenda for Sustainable Development:

2.1 Guarantee the right of education for all:

Target 4 of the fourth goal (Education to 2030) of the 2030 Agenda for Sustainable Development in the Incheon Declaration states " by 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes ".

The official education laws in the Arab States guarantee the right to education in accordance with the Constitution of the State. They regulate the duration of formal and compulsory education, the responsibility of the State and society, and guarantee free education. The majority of these laws stipulate that education at the basic levels begins at the age of six years, which is compulsory and must be provided to all free of charge. In some systems, the parent

may contribute to certain special expenses, such as clothing, stationery for activities and transportation, and in some cases also contribute textbooks.

Table 6 shows the laws and legislation issued in a group of Arab States for which data are available. The table also reviews the number of years of compulsory and basic formal education as reflected in these laws. In addition, the texts of the laws of these countries and the time limit for compulsory education were read.

The table also shows the obligation of Arab States in their laws on education to set the age of compulsory education at the age of six years and until the age of fifteen or sixteen years. In some States, the law has left the age at which compulsory education ends and replaced it with a reference to the stages of education or the number of years of schooling that a learner must spend in education, which is often nine or ten years in accordance with the State's standard of education for the basic level, which includes primary and lower secondary education. It is also noteworthy that some countries have increased the number of these years to 12 years, as in the United Arab Emirates, which included the secondary level to be considered compulsory (UAE Presidential Office, 2022). In the Kingdom of Morocco, the law includes primary education for children between the ages of 4 and 6, incorporating it with primary education into compulsory education, as provided for in article (8) and article (19) of Framework Law No. 51.17 (on the system of education, training and scientific research (Ministry of National Education, Elementary Education and Sports, Kingdom of Morocco, 2019).

Table 6: Legal legislation issued in the Arab countries guaranteeing basic education for all

The State	Years of schooling	End of compulsory age	Beginning of compulsory age	Source of legislation
United Arab Emirates	12	Not specified	6	Decree-Law 39 of 2022 - Ministerial Decree No. 24 of 2021 (Office of the Presidency of the United Arab Emirates, 2022)
Kingdom of Bahrain	9	16	6	Law No (27) of 2005 (legislation and Legal opinion Authority of the Kingdom of Bahrain, 2005).
State of Qatar	9	18	6	Law No: (25) of 2001 concerning compulsory Education (Ministry of Justice of the State of Qatar, 2001).
Saudi Arabia	9	15	6	Royal Decree No. a/90 dated 27/8/1412 on the Basic Law of the State (Article 30) - Cabinet Resolution No. (139)
State of Kuwait	9	Not included	6	Constitution of the State of Kuwait/ Article 40 (Ministry of Justice of the State of Kuwait, 2011). Law No (11) of 1965 (laws portal of the State of Kuwait, 1965).
Sultanate of Oman	10	17	6	Royal Decree No. 31/2023 on the promulgation of the Education Law (Official Gazette of the Sultanate of Oman, 2023, May 18).
The State of Libya	9	15	6	Law No. 95 of 1975 and Law No. 18 of 2010 on Education (Libyan Legal Academy, 1975). (Libyan Legal Academy, 2010).
Democratic Republic of Algeria	10	16	6	National Education Directive Act No. 08-04 (Ministry of National Education of the People 's Democratic Republic of Algeria, 2008).
The Kingdom of Jordan	10	16	6	Law No. 3 of 94 (Ministry of Education of the Hashemite Kingdom of Jordan, 1994).
Republic of Tunisia	9	16	6	Educational Directive Act No. 80 of 2002 (Tunisian Educational legislation, 2002) and (Ministry of Education of the Republic of Tunisia, 2013).
Arab Republic of Egypt	9	Not included	6	Constitution of the Arab Republic of Egypt (Assembly of Representatives of the Arab Republic of Egypt, 2019). (139) of 1981 (Legal Publications of the Law and Society Research Unit, 1981)
The Lebanese Republic	9	18	6	Law No. 150 amending Article (49) of Legislative Decree No. 134 of 1959 and its amendments (Lebanese University, 2022) and Lebanese University, 2000).
State of Palestine	9	Not included	6	(8) of 2017 concerning Public Education (Ministry of higher Education , State of Palestine, 2017).
Kingdom of Morocco	12	16	6	Dahir al-Sharif No. 1.63.071 + Framework Law No. 51.17 on the system of education, training and scientific research (Ministry of Justice of the Kingdom of Morocco, 2000).
Republic of Iraq	6	12	6	Article 34 of the Constitution of the Republic of Iraq. Fifth edition 2011 (Iraqi Council of Representatives, 2011). Education Law No. 22 of 2011 (Official Gazette of the Republic of Iraq, 2011)
Comoros				Data is not available
Syrian Arab Republic	9	15	6	Law No. 7 of 2012 (People's Assembly of the Syrian Arab Republic, 2012).

Islamic Republic of Mauritania	9	15	6	Law No. 054:/2001 (Ministry of National Education and reform of the Education System of the Islamic Republic of Mauritania, 2022).
Republic of the Sudan	8	Not included	6	Public Education Planning and Regulation Act, 2011 (Ministry of Justice of the Republic of the Sudan, 2001).
Djibouti	9	Data is not available		
Republic of Yemen	9	Not included	6	Constitution of the Republic of Yemen 2014. (45) of 1992 on the General Law on Education (National Information Centre of the Republic of Yemen, 1992).
Federal Republic of Somalia	12	18	6	There is no law of compulsory education in the country

2. 2. Guarantee free and equitable education:

Target 4 to ensure the right to free and equitable education for all girls and boys, enshrined in the Education goal of the 2030 Agenda for Sustainable Development, is far-reaching and very ambitious, especially for many developing countries experiencing social and economic difficulties and problems or experiencing local or regional crises and conflicts. As governments are expected to translate them into nationally achievable goals in accordance with their priorities, capacities and circumstances, UNESCO has developed benchmarks reflecting the unmet global goals of the Education for All Agenda 2000, the participating educational systems have pledged to continue their efforts to provide "12 years of quality, equitable and free primary and secondary education, including at least nine years of compulsory education in order to achieve appropriate learning outcomes" (UNESCO, 2016, p. 7).

The text here counts nine years in primary and intermediate (basic) education as defined in the ISCED. The word at the beginning of the previous text (**guarantee**) emphasizes the need for compliance and the obligation normally prescribed by the laws and legislation of each State; It therefore requires not only the design and implementation of short-, medium- or long-term plans, but also clear legislation providing for free education for all for 12 years and compulsory education for at least 9 years. This section is concerned with the levels of formal education available free of charge in each State, which consists of basic and secondary education, which is equivalent to 12 years of formal free education available to individuals in each State. Table 7: Commitments made by the Arab States with regard to the provision of free formal education is shown.

Table 7: National educational system in the Arab countries and the extent to which free education is guaranteed in their legal texts.

The State	Years of Formal Education	The Formal Educational Ladder (1) Primary Education - (2) Lower Secondary Education - (3) Secondary Education	Provision For Free Education
United Arab Emirates	12	(4) - (4) - (4)	√
Kingdom Of Bahrain	12	(6) - (3) - (3)	√
State Of Qatar	12	(6) - (3) - (3)	√
Saudi Arabia	12	(6) - (3) - (3)	Not included
State Of Kuwait	12	(5) - (4) - (3)	√
Sultanate Of Oman	12	(4) - (6) - (2)	√
The State Of Libya	12	(9) - (3)	√
People's Democratic Republic Of Algeria	12	(5) - (4) - (3)	√
The Hashemite Kingdom Of Jordan	12	(10) - (2)	√
Republic Of Tunisia	13	(6) - (3) - (4)	√
Arab Republic Of Egypt	12	(6) - (3) - (3)	√
The Lebanese Republic	12	(6) - (3) - (3)	√
State Of Palestine	12	(4) - (5) - (3)	√
Kingdom Of Morocco	12	(6) - (3) - (3)	√
Republic Of Iraq	12	(6) - (3) - (3)	√
Comoros Islands	13	(6) - (4) - (3)	No information
Syrian Arab Republic	12	(6) - (3) - (3)	√
Islamic Republic Of Mauritania	12	(6) - (3) - (3)	Not included
Republic Of The Sudan	11	(8) - (3)	Not included
Djibouti	12	(5) - (4) - (3)	No information
Republic Of Yemen	12	(6) - (3) - (3)	√
Federal Republic Of Somalia	12	(4) - (4) - (4)	√
Not Included: This Means That There Is No Clear Provision In The Law Relating To This Area			

Data sources: Compulsory education laws as presented in the previous table 3-4

The above table shows the commitment of most countries to free education in formal education, which, according to the educational ladder of the majority of these countries, consists of three stages: Primary, intermediate and secondary, with the primary and intermediate levels being, according to the laws of these States, a basic level of education. Some systems are limited to dividing their education system into two basic stages (consisting of 8, 9 or 10 years, as in the Republic of the Sudan, the State of Libya and the Hashemite Kingdom of Jordan, respectively) and the secondary level, which completes the 12 years of formal education. Some Arab countries have begun to establish systems that include pre-school education within the formal educational system, as was the case in Saudi Arabia, where pre-primary education was considered a condition for entering primary school starting in the Islamic year 1438 AH. other countries are also seeking to open classes for five-year-olds in some primary schools as a preparatory stage for their dissemination in the coming years, as is the case in the Republic of Tunisia, the Kingdom of Morocco and the Hashemite Kingdom of Jordan (Regional Centre for Quality and Excellence, 2020). We will see this in detail in the next section.

2.3. Ensuring opportunities for development and care in pre-primary education:

In pre-primary education, we mean the age of learning and receiving structured knowledge such as reading, writing and arithmetic, which ranges from the age of 3 to five years. Early childhood has generally been defined by clear targets in the sustainable development agenda, stated under SDG target 4 - 2, which states " **By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.**" The World Standard Index 4-2-2, which is the participation rate in early childhood education one year before primary education, is designed to identify the proportion of pupils who are ready to enter primary school with care, rehabilitation and education in kindergarten. assuming they actually got something that was appropriate. UNESCO reports also recommend that legal frameworks be in place to ensure early childhood development, at least one year before primary school (UNESCO, 2016).

Early childhood education is a major challenge for the Arab countries in light of various factors; Cultural, social and economic diversity. On the one hand, the Arab countries are among the highest fertility rates, and children constitute a large proportion of their population, which causes a great economic burden on the State in terms of providing adequate health and social care for these children, let alone education. Data collected for this stage indicate that there are 7,8 million children ⁽¹⁶⁾ enrolled in pre-primary education; Either in public kindergartens or private kindergartens.

Table 8 presents the data of the previous indicators in the Arab countries as monitored in the forms of the Arab countries received by the research team in this study, or those monitored in the official sources of these countries (the websites of ministries or official bodies).

¹⁶ This figure is considered approximate since some data in a number of Arab countries are not up to date, and there are countries for which no official statistical data are available at this stage.

Table 8: Legal guarantee indicators for the provision of preschool education

The State	Children enrolled	Official years	Policies and plans	Legal texts	Data source for the number of registered children
United Arab Emirates	190,556	2	√	Not included	UNESCO Institute for Statistics, 2023
Kingdom of Bahrain	61,543	3	√	√	UNESCO Institute for Statistics, 2023
State of Qatar	46,917	2	√	√	Ministry of Education and higher Education of Qatar, 2023
Saudi Arabia	1,888,973	3	√	√	UNESCO Institute for Statistics, 2023
State of Kuwait	114,472	2	√	Not included	UNESCO Institute for Statistics, 2023
Sultanate of Oman	189,563	2	√	√	UNESCO Institute for Statistics, 2023
The State of Libya	83,296	2	No data available	Not included	Ministry of Planning of the State of Libya, 2024
People's Democratic Republic of Algeria	992,317	2	√	√	UNESCO Institute for Statistics, 2023
The Hashemite Kingdom of Jordan	162,071	2	√	√	Ministry of Education of the Hashemite Kingdom of Jordan, 2023
Republic of Tunisia	56,466	1	√	√	Ministry of Education of the Republic of Tunisia, 2023
Arab Republic of Egypt	1,425,420	2	√	√	Central Organization for Public mobilization and Statistics in the Arab Republic of Egypt. 2023a
The Lebanese Republic	208,216	2	√	√	Educational Center for Research and Development in the Lebanese Republic, 2023
State of Palestine	169,671	2	√	√	Ministry of Education and higher Education of the State of Palestine, 2023
Kingdom of Morocco	931,393	2	√	√	Ministry of National Education, Elementary Education and Sports of the Kingdom of Morocco, 2022

Republic of Iraq	209,935	2	√	√	Statistics and Geographic Information Systems Authority of the Republic of Iraq, 2020
Comoros Islands	67,100	3	√	No data available	UNESCO Institute for Statistics, 2023
Syrian Arab Republic	114,279	2	√	√	Central Bureau of Statistics of the Syrian Republic, 2022
Islamic Republic of Mauritania	401,983	3	No data available	Not included	UNESCO Institute for Statistics, 2023
Republic of the Sudan	2,700,272	2	√	√	UNESCO Institute for Statistics, 2023
Djibouti	7,197	2	√	No data available	Ministère de l'Éducation Nationale et de la Formation Professionnelle de la République de Djibouti, 2023
Republic of Yemen	No data available	2	√	√	
Federal Republic of Somalia	No data available	3	√	There is no law	
Total	10,021,640				

The text "not included" in this table means that there is no legal provision referring to pre-primary education in the Education Act.

It is noted from the above table that:

- In 13 Arab countries, pre-primary education has received a certain amount of legislative provisions in laws on free and compulsory education, while other countries rely on systematic policies and plans to establish a clear education system in pre-primary education. This is done through the planning and development of educational curricula and the establishment of licensing systems for institutions and early-care homes in the private sector to establish kindergartens, as well as the formation of organizational structures in the offices of the competent ministries to oversee and monitor the early education system in kindergartens.
- Pre-primary education is organized in periods of time that vary from country to country, with some countries adopting a three-year system and others adopting a two-year system only. In the Education Act, the Republic of Tunisia has established the pre-school year system in its formal education system and is gradually being applied to integrate it with compulsory education. The Kingdom of Morocco has a similar system. A legislative system has been established that adopts primary education for children between the ages of 4 and 6 and integrates it with primary education. The law on education states that a child is considered to be of school age if he reaches the age of four to sixteen years (article 19 of Framework Act No. 51.17 on the system of education, training and scientific research).

3 Application of laws and regulations in the Arab countries

Legislation and policies from each country regarding the right to and access to quality education opportunities are the key to achieving quality education for all. However, legislation or law alone is not sufficient to achieve and provide educational opportunities. There are a series of procedures: Regulations to define responsibilities, the granting of powers to stakeholders, the subsequent plans and programs implemented on the ground, and mechanisms for follow-up, monitoring and support, overcoming difficulties and solving problems where they exist. Educational indicators in this case make it possible to see the extent to which laws and legislation are enforced and the measures necessary to implement them by ensuring access to all categories of learners everywhere. In this section, we will follow a number of indicators, namely:

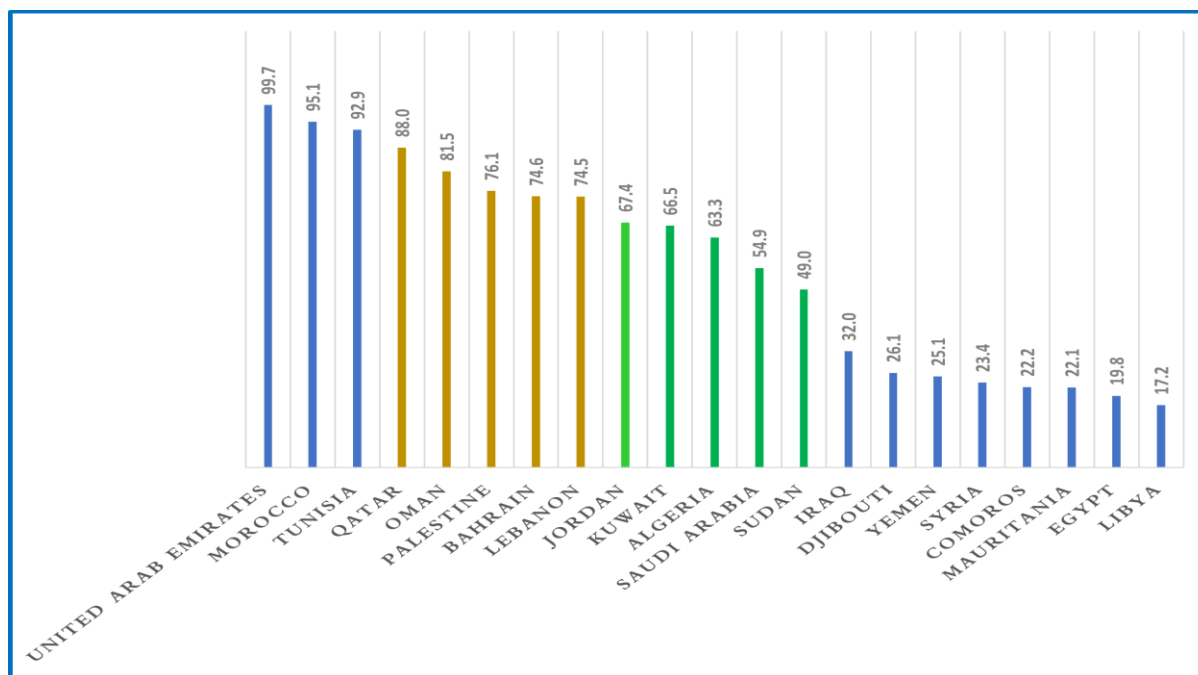
- Participation rate in pre-primary education
- First Primary grade enrollment rate
- Gross enrollment rate in primary and lower secondary education GER
- Net enrollment rate in primary education NER
- Gender parity rate
- Out-of-school rate for children at primary age (both sexes)

Below we review each of these indicators separately.

3.1. Participation rate in pre-primary education:

Reports indicate a significant gap between the 2020 global pre-primary participation rate (75%) and the Arab countries' participation rate of only 46.1% (UNESCO, 2024)¹⁷. Figure 19 shows the strength of these laws, the effectiveness of educational policies and plans and their impact on the participation rate in pre-primary education in Arab countries (one year before entry into primary education).

¹⁷ The UNESCO report notes that this indicator is able to truly reflect participation in pre-primary education in some education systems, where children are enrolled in primary education one year before the official age of enrollment.



Data sources: Public Education Data Collection form in the Arab States – Part II, Except:

- United Arab Emirates: National Committee on Sustainable Development Goals, 2022
- Saudi Arabia: General Authority for Statistics of Saudi Arabia, 2022
- State of Libya: Ministry of Planning of the State of Libya, 2024
- Lebanese Republic: UNESCO Institute for Statistics, 2023
- Republic of Iraq: Ministry of Planning of the Republic of Iraq, 2021
- Comoros: World Bank, 2021
- Islamic Republic of Mauritania: UNICEF, 2023
- Republic of Sudan: Republic of the Sudan, 2022
- Republic of Djibouti: Ministry of National Education and Vocational Training, 2023

Figure 19: Pre-primary enrollment rate one year before formal primary education in the Arab countries

The data presented in this figure show that all Arab countries have begun to establish this stage as a structure (which may be a mandatory or optional basic) in their education systems, but there is a disparity in the level of dissemination of pre-primary education and the access of all children of this age to it. The impact of laws and policies in the Arab countries on the participation rate is clear, as the levels of achievement vary in this indicator:

- **First level:** Countries with a high level of participation of more than 90% are the UAE with a participation rate of 99.7%, the Kingdom of Morocco (95.1%) and the Republic

of Tunisia (92.9%). This level of education appears to be affected in the United Arab Emirates by the results of the implementation of its strategic plans and long-term visions for education in the country. Pre-primary education is integrated into the structure of the formal education system. The State ensures that it is provided free of charge within its means. licensing and governance frameworks for pre-primary education institutions are defined (UAE Ministry of Education, 2018). The Kingdom of Morocco has a legal obligation to provide education at this age, as mentioned earlier. The Republic of Tunisia has also managed to accommodate 92.9 per cent of children one year before reaching the age of pre-primary education. This indicates the impact of the implementation of the Education Act, to which it was committed. The Education and Education Directive Act of 2002 was promulgated to incorporate one year of pre-primary education into formal education preparatory. This has been accompanied by investments made annually to support the infrastructure of schools to accommodate children aged five in the preparatory year, while encouraging the private and private sectors to invest in this type of education (Ministry of Education of the Republic of Tunisia, 2013).

- **Seconded level:** Countries that have achieved participation rates above 70% and not exceeding 89% and the number of five countries, led by the State of Qatar with a participation rate of 88%. Article 6 of Law No. 25 of 2001 in the State of Qatar on compulsory education states the importance of establishing kindergarten classes before the primary stage. the kindergarten stage between the ages of 4 and 5 has already been included in the State 's official educational ladder. it is a foundation stage with the first and second primary grades. the Ministry ' s early Education Department is working to develop strategies and processes for the early stages of education. it carries out supervision and follow-up of early education schools (the official website of the Ministry of Education and higher Education in the State of Qatar - early Education). The Sultanate of Oman, which has achieved a participation rate of 81.5%, has committed, within article 22 of Royal Decree No. 31/2023 on the promulgation of the Education Law, to the State to guarantee the right to early education and to implement it gradually, achieving a participation rate in pre-primary education that reached the above-mentioned level. As for the State of Palestine, which has achieved a participation rate of 76.1%, its legislation on education stipulates that the education system consists of kindergartens for a period not exceeding two years prior to basic education (Article 6 of the Education Law). it also committed itself to expanding its services at the kindergarten level to free compulsory education (article 7 - 4 of the Education Act). The Kingdom of Bahrain and the Republic of Lebanon will then achieve a participation rate of 74.6.5% and 74.5% respectively, and the Ministry of Education in the Kingdom of Bahrain works in accordance with the law to implement it, especially in supporting the private sector and encouraging the establishment of kindergartens while working to monitor them from the educational and administrative levels (article V of Law 27 of 2005). In the Republic of Lebanon, the two-year kindergarten stage was included to become part of public education in accordance with Decree No. 2494 dated 19/02/2000.

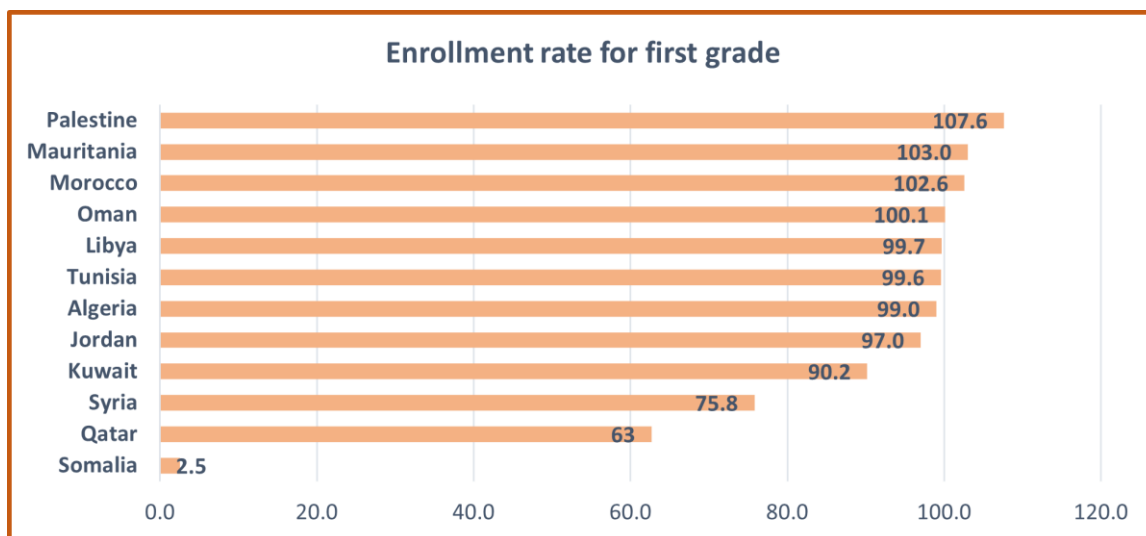
- **Third level:** Countries that achieve average or slightly higher levels of participation rates, in which three countries exceed the threshold of 60% to the threshold of 70% for participation rates, and two countries are at relatively lower levels, these countries are the Hashemite Kingdom of Jordan (67.4%) and Kuwait (66.5%). the People's Democratic Republic of Algeria (63.3%), Saudi Arabia (54.9%) and the Republic of Sudan (49%). The law in the Hashemite Kingdom of Jordan emphasizes the importance of starting kindergartens in primary schools (article 8 of Law No. 3 of 94 - the Hashemite Kingdom of Jordan). Although participation rates in the Hashemite Kingdom of Jordan continue to improve, the evolution of these rates is rather slow and faces significant challenges; These include the limited availability of financial resources in the public sector for expansion at this stage, as well as the limited involvement of the private sector in investing in early education (Ministry of Planning and International Cooperation of the Hashemite Kingdom of Jordan, 2022). The State of Kuwait is one of the leading countries in the field of early childhood and kindergartens. It was established in formal education schools since the sixties of the previous century. Although the law does not cover compulsory kindergartens, it is part of the formal education system. the private sector is also involved in the establishment and management of a large number of kindergartens (General Secretariat of the Supreme Council for Planning and Development, State of Kuwait, 2023). In the People 's Democratic Republic of Algeria, article 27 of the National Education Directive No. 08-04 provides for the inclusion of early education for children aged 4 and 5 in formal education, thus giving the Ministry the green light to establish kindergarten classes in its schools as a prelude. The enrollment rate in the Kingdom of Saudi Arabia has reached 54.9%. The education policies related to kindergartens in the Kingdom of Saudi Arabia are an integrated system in its education development strategies, with an early childhood department dedicated to providing outstanding educational services for children (from the age of three to the third grade of primary school). monitoring the performance of early childhood in accordance with the indicators adopted to prepare students for basic education. the educational policy has also been directed to implementing a series of educational projects to promote and support the learning environment in kindergartens. the development of early learning standards and their design for the kindergarten stage for the early age group in order to be a guide to education and its strategies in the specialized educational institutions in the governmental, private and foreign sectors (the official website of the Ministry of Education in the Kingdom of Saudi Arabia, early Childhood). In the Republic of the Sudan, where participation rates did not exceed 49%, article 15-a of the Education Planning Act of 2011 confirms the trend toward the inclusion of kindergarten education in formal school education. These guidelines, plans and initiatives open the door for children to pre-primary education, but it will not be sufficient unless there are clear laws giving the right to education opportunities at this level, as well as the allocation of financial, material and human resources for the conduct of such education.
- **Fourth level:** Countries where participation rates are still low at less than 35%; it includes the Republic of Iraq with a participation rate (32%), followed by Djibouti

(26%), the Republic of Yemen (25%), the Syrian Arab Republic (23%), followed by Comoros and the Islamic Republic of Mauritania with participation rates of only 22%, and finally the Arab Republic of Egypt and the State of Libya are ranked lower with participation rates of 19.2.2% and 17.2% respectively¹⁸. Undoubtedly, the fact that almost one quarter of children aged five (one year before they enter primary education) have access to pre-primary education in these countries indicates positive trends and attention is being paid to the importance of this stage in the rehabilitation and development of children ' s readiness for education, but it is still weak. It should be noted that there are still modest trends and attempts to encourage and support initiatives in this direction. For example, in 2004, the Syrian Arab Republic issued, in article VI of Legislative Decree No. 55 of 2004, a directive allowing the Ministry of Education to open kindergartens. it is noted that this trend has been accompanied by specific education policies in the Syrian Arab Republic by encouraging schools to open kindergarten classes, as well as by the adoption of the Kindergarten Curriculum Development Project and the "Get Ready to Go to School" project, which aims to amend the law on the obligation to attach the preparatory year to the formal educational ladder (UNESCO, 2022).

3.2. Enrolment rate in the first grade of primary school:

This indicator is useful in revealing the strength of enforcement of compulsory law for children of school age, which is usually six years old. According to the law, all these children are supposed to have been enrolled in formal education (public, private or private), in which case the proportion is expected to be close to 100% or higher if children over the age of six who have not had the conditions to enter school before. Figure 20 shows the rates of entry to the first grade of primary school in 12 Arab countries that have completed the data form (Part II on statistics and education indicators), or for which data are available in other official sources of the State.

¹⁸ It should be recalled here that the data of the Republic of Iraq and the Comoros date back to 2018 and are the most recent data in available sources for these two countries.



Source: Data form for Arab States – General Education – Part two: Statistics, Data and Educational indicators, question six: Indicators of Enrolment in Education except: State of

Figure 20: First grade enrollment rate at primary level

From the figure shown above, eight countries are close to achieving the goal of compulsory education for children aged six: The State of Palestine, the Islamic Republic of Mauritania, the Kingdom of Morocco, the Sultanate of Oman and the State of Libya. the Democratic Republic of Algeria, the Hashemite Kingdom of Jordan and Tunisia. While the enrollment rate in the State of Kuwait remained at the edge of 90%, the Syrian Arab Republic did not exceed 75.8% and the State of Qatar 62.7%. In the Federal Republic of Somalia, the enrollment rate remained very low, with no mandatory law in place, and the education system must move in this direction to ensure that different groups of Somali children are provided with learning opportunities.

3. 3. Enrollment rates in basic education ⁽¹⁹⁾:

This includes children enrolled in primary and lower secondary education over 9 years of free basic education available to children from the age of six to the age of 14 or 15. This indicator is useful in identifying the availability of learning opportunities for children and the ability of the education system to enforce compulsory laws and to extend the right to free education to

¹⁹ - As defined in the data form (Annex 3); The total number of persons enrolled at the educational level, at all ages, expressed as a percentage of the qualified official population of school age corresponding to the same educational level in a given school year.

all. The 100% ratio ostensibly expresses the inclusion of all students of primary school age in school, but not always so if we take into account those enrolled in this education who are younger or older than the formal school age (6-14). So there are chances that it will exceed 100%. Table 9 shows gross enrollment rates in basic education (primary and lower secondary) in the Arab States from those that have completed this information in the data form, in addition to those countries whose data are available in other sources.

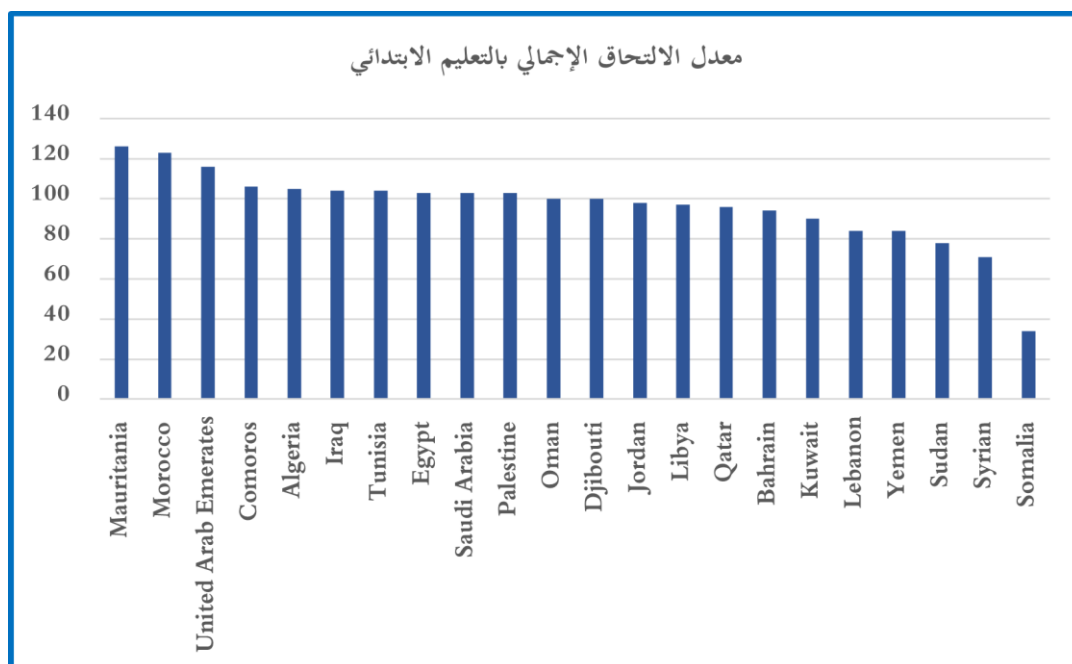
Table 9: Gross enrolment rates in Basic Education (primary and lower secondary)) in the Arab countries.

The State	Primary Education	Lower Secondary	Year	Sources Of Data
United Arab Emirates	Not available	106.0%	2023	World Bank Group, 2023d.
Kingdom Of Bahrain	98.9%	94.3%	2023	State data form
State Of Qatar	95.7%	96.3%	2023	State data form
Saudi Arabia	Not available	103.0%	2023	World Bank Group, 2023d.
State Of Kuwait	89.0%	89.7%	2023	State data form
Sultanate Of Oman	101.2%	100.3%	2023	State data form
The State Of Libya	95.9%	96.5%	2023	Ministry of Planning of the State of Libya. (2024).
People's Democratic Republic Of Algeria	106.2%	105.0%	2023	State data form
The Hashemite Kingdom Of Jordan	96.0%	98.3%	2023	State data form
Republic Of Tunisia	105.4%	103.8%	2022	UN. Department of Economic and Social Affairs. (2024). Statistical Yearbook 2024
Arab Republic Of Egypt	106.1%	102.7%	2023	State data form
The Lebanese Republic	Not available	80.0%	2023	World Bank Group, 2023d.
State Of Palestine	101.7%	103.0%	2023	State data form
Kingdom Of Morocco	109.7%	123.1%	2023	State data form
Republic Of Iraq	Not available	103.7%	2023	Arab portal for development, 2023
Comoros Islands	74.6%	95.0%	2023	World Bank Group, 2023d.
Syrian Arab Republic	70.6%	70.6%	2023	State data form
Islamic Republic Of Mauritania	48.8%	126.0%	2023	State data form
Republic Of The Sudan	48.6%	77.7%	2023	Arab portal for development, 2023
Republic Of Djibouti	79.5%	99.5%	2023	Ministère de l'Éducation Nationale Et de la formation Professionnelle. (2023).
Republic Of Yemen	Not available	83.9%	2023	Arab portal for development, 2023
Federal Republic Of Somalia	Included with primary education	33.80%	2022	Ministry of Education, Culture and Higher Education. (2022).

The data in Table 9 shows the following:

- The enrollment rates in basic education indicate that the majority of Arab countries have achieved or are close to achieving universal education. However, when reading gross enrollment rates, it should always be borne in mind that calculating this rate takes into account all children enrolled at the stage, regardless of their age, and thus counts those older children who are later in school than their peers. However, this indicator remains evidence that the system has been able to contain children of learning age.
- A number of Arab countries still need to make a double effort to reach universal primary education, and these countries are the State of Kuwait with a enrollment rate (89.7%). it is a country that has implemented the compulsory education law for Kuwaiti citizens since 1965, drawing attention to the group of children of expatriates who are of primary school age in this country, which attracts about 3 million expatriates, most of them from the labor force. The enrollment rate in the Republic of Lebanon (83%) is not exceeded and this country is a destination for many forced migrants; To escape from internal conflicts, especially from the Syrian Arab Republic. In contrast, the enrollment rate is 70.6% in the Syrian Arab Republic, and the country has suffered the consequences of protracted political and economic crises that have left more than two million children (2 million) without education (UNESCO, 2019a).
- When we compare enrollment rates in primary and lower secondary education, there is another group of Arab countries where there is a significant difference between the two rates in the same country, most notably in Comoros (31.6% difference), the Islamic Republic of Mauritania (77% difference), the Republic of Sudan (29.1% difference), and the Republic of Djibouti (a difference of 20%). These significant differences may indicate that educational systems in these States are not able to retain the learner until he or she completes the basic education stage, but also draw attention to the role of the social and economic context; Especially the high poverty rates in these countries, which is directly reflected in education at the advanced levels (middle and high school) as families push their children into the labor market to raise the level of income. The second statistical report of the Arab Organization for Education, Culture and Science (ALECSO) on education, culture and science in the Arab countries in 2015-2021 indicated that there are 5.3 million Arab children outside of education in the Arab countries. According to this report, about one third of children are out of school in the Republic of Sudan (32.9%) and the Republic of Djibouti (33.5%), and 23.1% of children are out of school in the Islamic Republic of Mauritania (Arab Educational, Cultural and Scientific Organization, 2023B, p. 38).

Figure 21 reflects trends in²⁰ the gross primary school rate in all Arab countries as available from various direct sources from ministries of education (ministries of education), official reports on their sites or from other Arab or international bodies.



Data source: Data form for Arab States in General Education – Part II (Statistics and indicators) – question six. Except:

- Comoros, Lebanon, United Arab Emirates: World Bank Group, D2023.
- Saudi Arabia: General Authority for Statistics, 2022.
- State of Libya: Ministry of Planning of the State of Libya, 2024.
- Republic of Tunisia: UN. Department of Economic and Social Affairs, 2024.
- The Republic of Iraq and the Republic of Yemen: Arab Development Portal, 2023.
- Djibouti,: Ministère de l'Education Nationale Et de la formation Professionnelle de Djibouti, 2023.

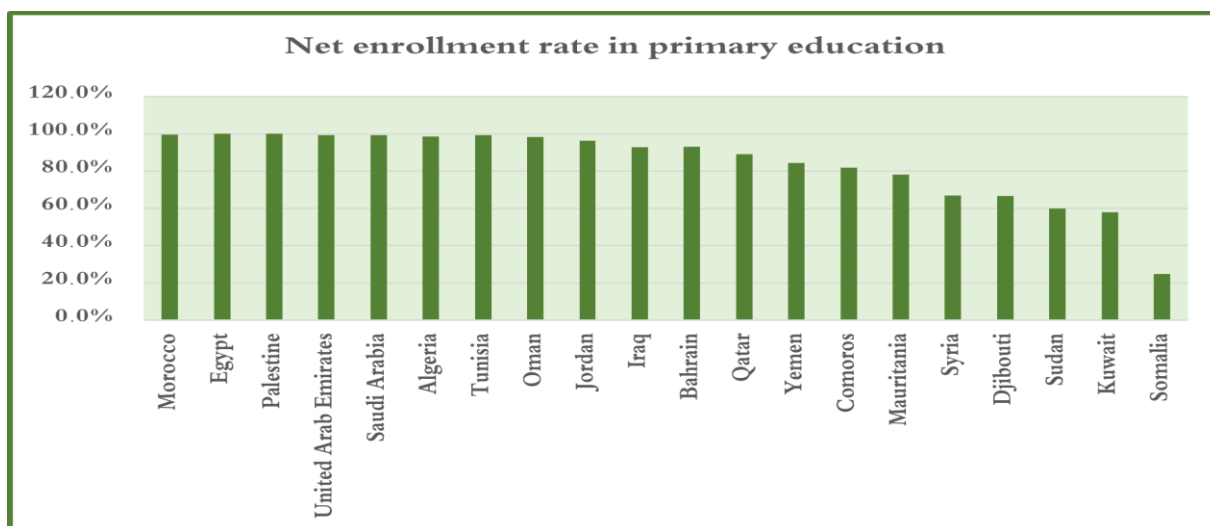
Figure 21: Gross enrollment rate in primary education in the Arab countries

²⁰ – We review the gross enrollment rates in primary education only for the availability of data for all Arab countries.

The following analysis reflects a more accurate picture of the situation of school-age children at the primary level in the Arab States, reviewing the net enrollment rate at the primary level taking into account the age of the stage.

3.4. Net enrollment rate in primary education:

This rate reflects the enrollment ratio of children of primary school age to the population in the corresponding age group, and is therefore reflects the extent to which compulsory education has been achieved for those of primary school age; It excludes children who are out of the legal age of education. Figure 22 reflects enrollment rates in 20 Arab countries with data on this aspect.



Data sources: Public education data collection form from Arab countries except

- Comoros, Iraq, Morocco, Saudi Arabia, United Arab Emirates Republic of Djibouti: UNESCO Institute for Statistics, 2023.
- Republic of Sudan: World Bank, 2025.
- Republic of yeman: Sachs, et al, 2023.
- Federal Republic of Somalia: Ministry of Education, Culture and Higher Education, 2022.

Figure 22: Net enrollment rate in primary education in the Arab countries

The above figure shows that the State of Palestine, the Arab Republic of Egypt and the Kingdom of Morocco have achieved a net enrollment rate of 100% in primary education, and that eight other countries have come very close to this goal: The United Arab Emirates, Saudi Arabia, the People’s Democratic Republic of Algeria, the Republic of Tunisia, the Sultanate of Oman and the Hashemite Kingdom of Jordan. Both the Kingdom of Bahrain and the Republic

of Iraq have crossed the threshold of 90%. Qatar, the Republic of Yemen and the Comoros each have net enrollment rates of 89%, 84% and 82% respectively. There are further efforts to be made by other States to achieve the enrollment rate for all children of school age. These States are Kuwait, the Syrian Arab Republic, the Republic of the Sudan, the Republic of Djibouti and the Islamic Republic of Mauritania. the Comoros. The lack of a compulsory education law in the Federal Republic of Somalia has certainly been reflected in the enrollment rate in primary education, as the country is still below acceptable levels.

3. 5. Gender parity index (GPI) ²¹:

The international community has prioritized gender equality as an essential tool for sustainable development in any society, and has taken care of equal opportunities for girls and women in education and employment as a human right. Because gender inequality in education is still a reality in many countries around the world, this trend has become a key requirement of the 2030 Agenda for Sustainable Development and is clearly linked to the fifth Sustainable Development goal, " Achieve gender equality and empower all women and girls."

In the area of education, target 4.5: " By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations." A set of sub-indicators has been developed to monitor the achievement of this goal:

- Gender parity index for gross enrollment ratio.
- Gender parity index for completion rate
- Gender parity index for achieving minimum proficiency at the end of the stage in reading and mathematics.
- Gender parity Index for Women graduates of higher Education (UNESCO, 2019b)

In this section, we are concerned with the gender parity index in primary and secondary education, which includes the gross enrollment ratio and aims to achieve equal participation of boys and girls in primary and secondary education. This indicator is expressed by the relationship between the gross enrollment ratio of girls to the total enrollment ratio of boys. When there is parity between boys and girls, this indicator is equal to or close to the number one. In many countries, the index tends to be less than one, meaning that the index is in favor of boys. Overall, of the 169 countries for which recent data are available, 61% have achieved gender parity, ranging from 0.97 to 1.03, which is the approved value of the indicator for parity (the Statistics Division of the United Nations Department of Economic and Social Affairs (UNSD), 2022).

Table 10 presents parity indicators at the primary and preparatory levels in the Arab countries.

21 The Gender gap Index is used in four main dimensions: Economics, education, health, and politics.

Table 10: Gender parity indicators at the primary and lower secondary levels in the Arab countries

State	Primary education	Preparatory education	Secondary education
United Arab Emirates	0.97	0.98	0.89
Kingdom Of Bahrain	1.00	1.01	1.01
State Of Qatar	1.02	1.02	1.16
Saudi Arabia	0.98	0.79	0.76
State Of Kuwait	1.1	1.08	1.17
Sultanate Of Oman	1.03	0.92	1.02
The State Of Libya	Data not available	Data not available	Data not available
People's Democratic Republic Of Algeria	0.95	Data not available	Data not available
The Hashemite Kingdom Of Jordan	0.99	0.99	1.15
Republic Of Tunisia	0.97	0.98	1.21
Arab Republic Of Egypt	1.00	1.00	0.96
The Lebanese Republic	0.92	0.98	1.00
State Of Palestine	1.00	1.05	1.25
Kingdom Of Morocco	0.95	0.86	0.95
Republic Of Iraq	٠,٩٥	٠,٩٤	0.83
Comoros Islands	0.8	Data not available	1.07
Syrian Arab Republic	0.97	0.97	1.10
Islamic Republic Of Mauritania	1.05	0.97	0.93
Republic Of The Sudan	0.94	0.98	1.06
Republic Of Djibouti	0.89	0.84	0.82
Republic Of Yemen	0.95	0.91	0.91
Federal Republic Of Somalia	0.8	Data not available	0.67
fields guide	There is gender parity	Inequality in favor of girls	Inequality in favor of boys

Source: UNESCO, 2019b (table 1) except (State of Qatar: Planning and Statistics Authority of Qatar, 2022) (State of Kuwait: Secretariat-General of the Supreme Council for Planning and Development of Kuwait, 2023) (Republic of Iraq: Government of Iraq, 2022) (Comoros: World Bank, 2021) and (Republic of Yemen: central Statistical Organization of the Republic of Yemen, 2024) and (Republic of Somalia: Ministry of Education, Culture and higher Education in Somalia, 2023)

Gender inequality patterns in developing countries, including the Arab countries, are often linked to different cultural and social factors and variables, which affect the enrollment rates of girls or boys in school, as a result, reflected in the gender parity index. The different circumstances in which the Arab States live affect the disparity in educational opportunities

between boys and girls and, consequently, in the indicators of gender parity, as we can see in the table (3-8), where there is a disparity between States in achieving equal educational opportunities as well as in the different levels of education.

In primary education, according to the conventional standards of parity (0.97 and 1.03), ten Arab States have achieved gender parity at this stage; The United Arab Emirates, the Kingdom of Bahrain, the State of Qatar, the Kingdom of Saudi Arabia and the Sultanate of Oman, the Hashemite Kingdom of Jordan, the Arab Republic of Egypt, the Syrian Arab Republic and Tunisia, the State of Palestine. With the exception of the Syrian Arab Republic and the State of Palestine, the rest of the above-mentioned States live in stable social conditions, as well as a level of social and cultural awareness of members of society that can explain the criteria of gender parity. In the case of the Syrian Arab Republic and the State of Palestine, the peoples of these two States, despite their harsh conditions, are characterized by a social and cultural awareness that views girls and boys as equals, and this may have had a significant impact on the gender parity index in various fields.

However, at this stage, the index is in favor of boys in nine Arab countries; The People ' s Democratic Republic of Algeria, the Lebanese Republic, the Kingdom of Morocco, the Republic of Iraq and the Comoros, the Republic of the Sudan, the Republic of Djibouti, the Republic of Yemen and the Federal Republic of Somalia. These States do not combine the same characteristics that help explain the trend of their parity index toward boys, insofar as they differ in social and economic conditions, conditions and levels. In the Republic of Iraq, for example, the precarious security situation in some areas prevents girls from enrolling in education at such an early age. In addition, there are still social practices and traditions, such as early marriage of girls, which is one of the most important variables leading to girls dropping out of school at an early age (Government of Iraq; 2022). In the Somali Republic, geographical and demographic factors play a role in the low enrollment of girls in school, with the Republic of Somalia particularly characterized by a large number of internally displaced people leaving their areas of origin due to insecurity and/or climatic shocks. According to education data in this State, access to and retention in education are better for boys than for girls, and the gender gap increases with age and at the educational level (UNESCO & Federal Government of Somalia, 2022). The precarious security situation in the Republic of Yemen also affects the school enrollment rate of girls and boys; These conditions prevent children from accessing or continuing their education. Education has been severely damaged during the long years of war and nearly 2.3 million children are out of school. Poor economic conditions, poor security and political instability in the State have increased the gap in education between girls and boys, as have social and community norms related to such issues as girls ' education (Ministry of Planning and International Cooperation in Yaman, 2024).

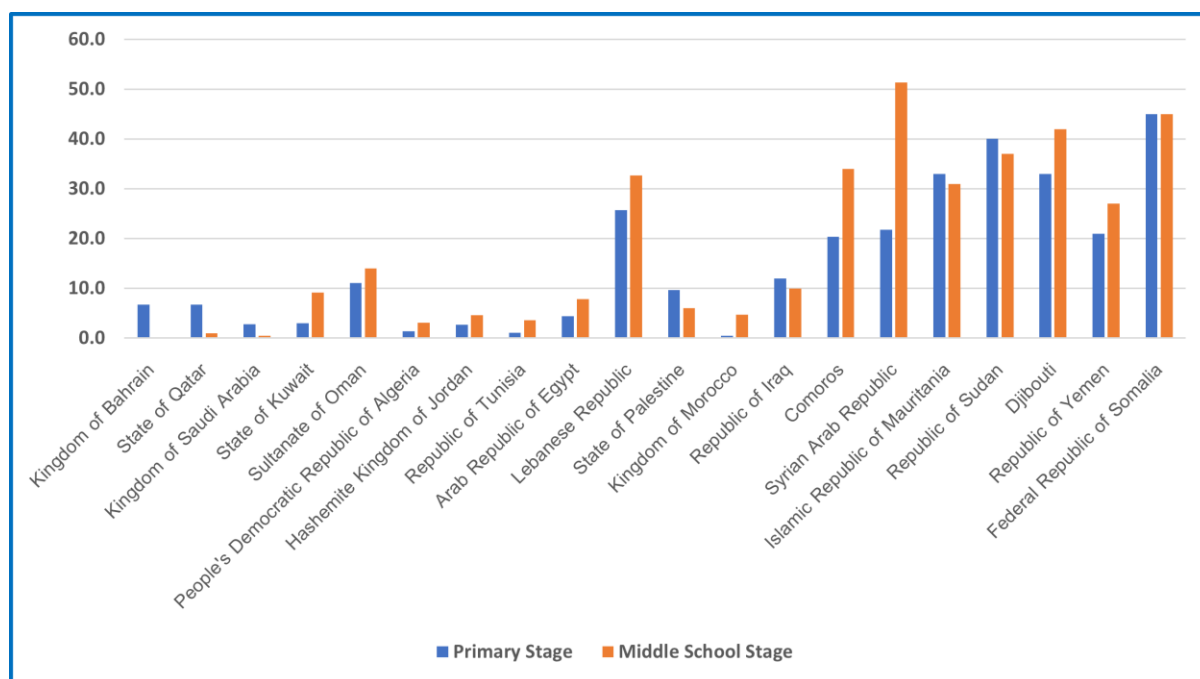
Ten Arab States have achieved gender parity in lower secondary education; These countries are the United Arab Emirates, the Kingdom of Bahrain, the State of Qatar, the Hashemite Kingdom of Jordan and the Lebanese Republic. the Arab Republic of Egypt, the Syrian Arab Republic, the Islamic Republic of Mauritania, the Republic of the Sudan and Tunisia. However, in five countries, the index was in favor of boys; These are the Kingdom of Saudi

Arabia, the Sultanate of Oman, the Kingdom of Morocco, the Republic of Djibouti and the Republic of Yemen. The index is in favor of girls in the State of Kuwait and the State of Palestine. Differences in the direction of the gender parity index between the primary and lower secondary levels refer to what is happening in educational systems as well as socio-economic conditions; At the preparatory stage, the learner has spent an appropriate period of education of at least six years, thus highlighting through the parity index the extent to which the system is able to retain the learners. since most of these systems apply gender segregation in education, differences in parity indicators can also reflect differences in the efficiency of education between boys ' and girls ' schools.

A critical reading of the rates shown in the table shows that the parity index shows a significant gender disparity in favor of boys at the primary level in the Comoros, Djibouti and the Republic of Somalia, which fall within the group of countries with low human development and are among the least developed countries. in addition, these countries suffer from a low level of health and education infrastructure. At the level of lower secondary education, our reading of the index shows that there is a significant gender disparity in favor of boys in Saudi Arabia, the Kingdom of Morocco and the Republic of Djibouti, in which case cultural and social factors can be explored that affect girls ' access to education at advanced levels; Such as early marriage or social customs.

3. 6. Rate of outside-of-school children education:

The general education landscape in the Arab countries is not complete without identifying the proportion of those who are at compulsory school age but still outside school. Whether it is because they dropped out or because they could not enter school or various reasons. In 2020, 14 per cent of primary-age children in the Arab countries were out of school, higher than the global average of 8.8 per cent (Economic and Social Commission for Western Asia (ESCWA), 2024). Figure 23 shows the rate of out-of-school children in the Arab countries, according to the UNESCO website on the country profiles for the Sustainable Development Goals (UNESCO, 2024).



Source: UNESCO Institute for Statistics, 2023

The UAE data for its low rate (0.2) is not included, nor is there data for the

Figure 23: Out-of-school ratio of primary and lower secondary school age

Figure 23 shows that the proportion of children who are out of primary school is more than a third in poor countries and those experiencing local or regional conflicts, with the highest rates in the Federal Republic of Somalia (44.6%) and the Republic of Sudan (40%), then the Republic of Mauritania and the Republic of Djibouti (33%), followed by the Lebanese Republic, the Comoros and the Syrian Arab Republic (25.7%), (21.8%) and (20.4%) respectively. This can be explained by several reasons and factors in these countries; These include internal and external displacement due to internal conflicts, migration of people in search of jobs or poverty, and consequently child labor. In the preparatory stage, the Syrian Republic comes at the forefront at a rate of more than 50%, followed by the Republic of Somalia at a rate (44.9%) and in general these rates are higher than their counterparts at the primary level. It can be said that the list of Arab countries with high out-of-school ratio in primary and lower secondary education is those countries that are going through difficult stages and various humanitarian conditions, such as the Syrian Arab Republic, the Republic of Somalia, the Republic of Iraq, the Republic of Yemen, the Lebanese Republic and the Republic of the Sudan. all of them are experiencing internal conflicts, in addition to difficult economic conditions that exacerbate the education crisis and the challenges faced by these countries.

4. Resources allocated to education in the Arab Countries

Indicators in this part relate to resources invested in education, including financial resources in the form of the state's budget allocation for education, human resources (such as teachers and other school personnel), or material resources (such as buildings and infrastructure). These indicators reflect the choices available to the education system to achieve universal education, equal opportunities and quality education for learners. It also reflects the extent to which the State's political system upholds its obligations toward education and implements its strategic objectives in achieving education for all. Indicators in this dimension relate to the following sustainable development goals:

- Goal 4-1 "ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes by 2030".
- Thematic objective 4 (a) "Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all".

The Incheon Declaration urged countries to achieve the international indicator, which states "commit to the Education Framework for Action 2030 by allocating between 4 and 6% of GDP to education or spending between 15 and 20% of total government public expenditure" (UNESCO, 2016, p. 68).

In the context of sustainable development, particularly the fourth goal (quality education), the indicators employed describe progress toward specific goals. Indicators include:

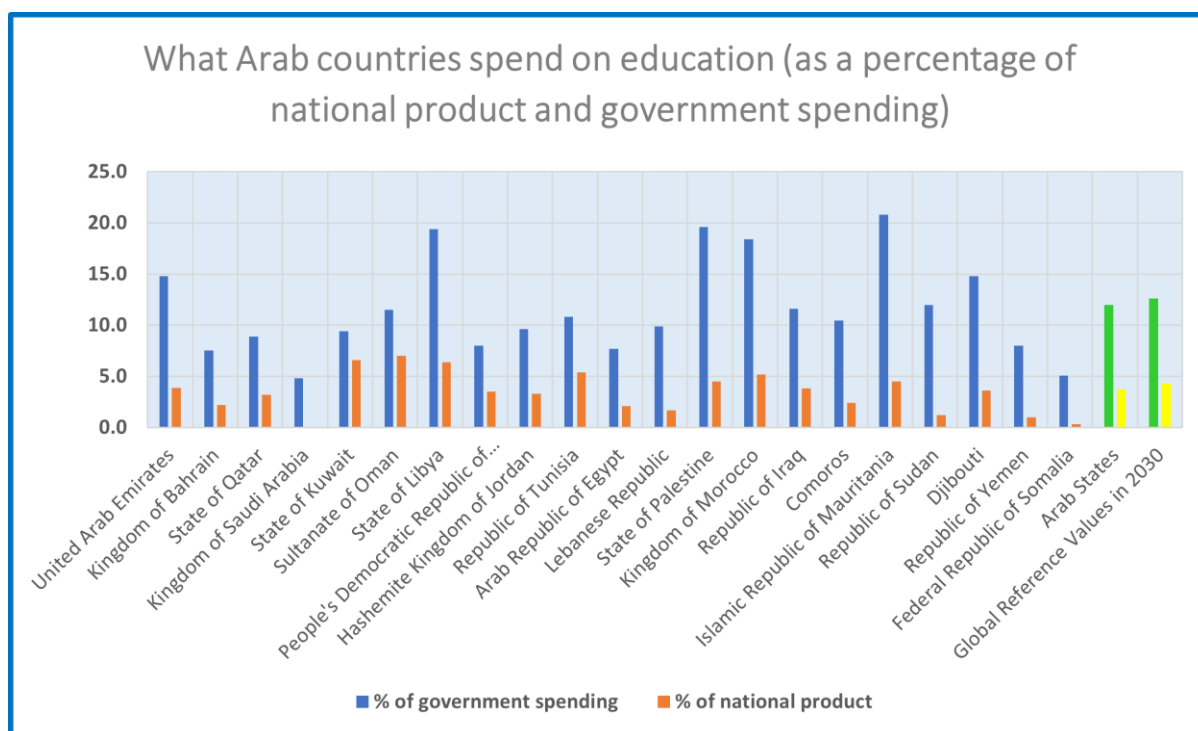
- Expenditure on education as share of GDP.
- Expenditure on education as share of government expenditure.
- Number of students per teacher.
- Proportion of schools with Internet access for educational purposes and computers for educational purposes.
- Proportion of schools providing basic drinking water and single-sex basic sanitation facilities.
- Support and assistance services provided to learners including books, transportation, nutrition and others.
- Proportion of schools with adequate infrastructure and resources for students with disabilities.

The achievement of this objective is reflected in the expenditure allocated to education, human resources with educational competence and appropriate training, material resources of books and teaching aids, as well as capital resources including schools, safe classrooms, laboratories and education resource centers, and the detection of equitable distribution and efficiency in use.

4. 1 Financial resources:

Education spending is often seen as an effective long-term investment in the national economy, especially in countries that rely on their human resources to develop the national economy in industry, technology and others, such as Japan. In the Arab countries, data on funding for education are often either unavailable or inaccurate, and what is available does not provide detailed data on the movement of funding and its path in educational processes. For example, there is no detailed statement of the proportions allocated or actually spent on education according to educational levels, or the cost of one student at each stage, depending on the type of education, or according to the school district or other. The public budgets of Arab countries often lack the distribution of expenditures by beneficiaries, which limits the ability of systems to follow up on the implementation of the SDGs, especially with regard to equal opportunities and gender equality, among others.

The Arab countries still lack an integrated system to assess the efficiency of social spending, including education. Education systems therefore have numerous gaps that result in financial and human waste in education, health and social protection. In education, for example, waste is due to repetition and drop-out. The Arab countries also lack a clear system of accountability and oversight to achieve transparency and ensure that high-quality services reach those who deserve them (Economic and Social Commission for Western Asia (ESCWA), 2022).



Sources of data: Forms of the Arab States in general education – Part two – question five, except:

- United Arab Emirates: UNESCO institute of Statistics. (2024). SDG4–Country Profiles
- State of Qatar, State of Kuwait, Lebanese Republic, Republic of Djibouti, Federal Republic of Somalia: Economic and Social Commission for Western Asia (ESCWA), 2024
- Saudi Arabia: General Authority for Statistics of Saudi Arabia, 2019.
- State of Libya: Ministry of Planning of the State of Libya, 2024.
- Arab Republic of Egypt: Central Organization for Public mobilization and Statistics of the Arab Republic of Egypt, 2024 and Ministry of Planning and Economic Development of the Arab Republic of Egypt, 2021.
- Republic of Iraq: Government of Iraq, 2022.
- Comoros: Global Economy. <https://www.theglobaleconomy.com>
- Republic of the Sudan: UNESCO, 2018.

Figure 24: Government expenditure on education in Arab countries as percentage of GDP and total government spending.

In the framework of the Education Sustainable Development Plan to 2030, UNESCO has established benchmarks for the proportion of education spending in terms of national output and government spending. Countries should allocate between 4% and 6% of GDP, and/or between 15% and 20% of government spending on education. Figure 24 shows the proportion of the Arab countries spending on education in terms of gross national product and government expenditure.

The figure above (No. 24) shows that there is a large disparity between the Arab countries in the rates of expenditure. there are a number of Arab countries that commit to spending on education at rates greater than the UNESCO benchmark value for education expenditure (4.3%), namely Kuwait (6.6%), Oman (7%), Libya (6.4%), Tunisia (5.4%), Morocco (5.3%), and both the State of Palestine and the Republic of Palestine Islamic Republic of Mauritania (4.5%). It should be noted that in high-income countries where education spending is below the standard value, particularly the UAE (3.9%) and Qatar (3.2%), actual spending on education will actually be high relative to their GDP.

Government spending on education falls below the benchmark values, but is lower than other countries in Saudi Arabia (4.8%) and Somalia (5.1%). Although the value of spending on education continues increase in Saudi Arabia, the data show that the proportion of government spending has been steadily decreasing, reaching 7.7% in 2020, then falling to 6.14% in 2021 and 4.8% in 2022 (Saudi Arabia's General Authority for Statistics, 2019, p. 27). In Somalia, the low percentage is mostly due to the size of the public sector relative to the private sector in providing education opportunities, with students in the latter sector accounting for 59% as previously reported. However, the data shows that the government's financial support to the education sector has been increasing steadily since 2016, from \$1.8 million in 2016 to \$17.4 million in 2020 (UNESCO & Federal Government of Somalia, 2022, P91).

4. 2. Human resources:

Teachers are the cornerstone of the educational process, and the education sector is one of the largest sectors attracting human resources in the government sector. it was therefore logical that the World Education Forum held in Incheon in 2016 called on States to commit between 15 and 20 per cent of total public expenditure to education (UNESCO, 2016). education consumes a large proportion of the expenditure on the workforce in this sector. Everyone is also aware of the importance of attracting and employing the best human skills in order to raise the level of performance and improve it in general and thus raise the quality of education, which is reflected in the expenditure of education for the development and improvement of the quality of education processes.

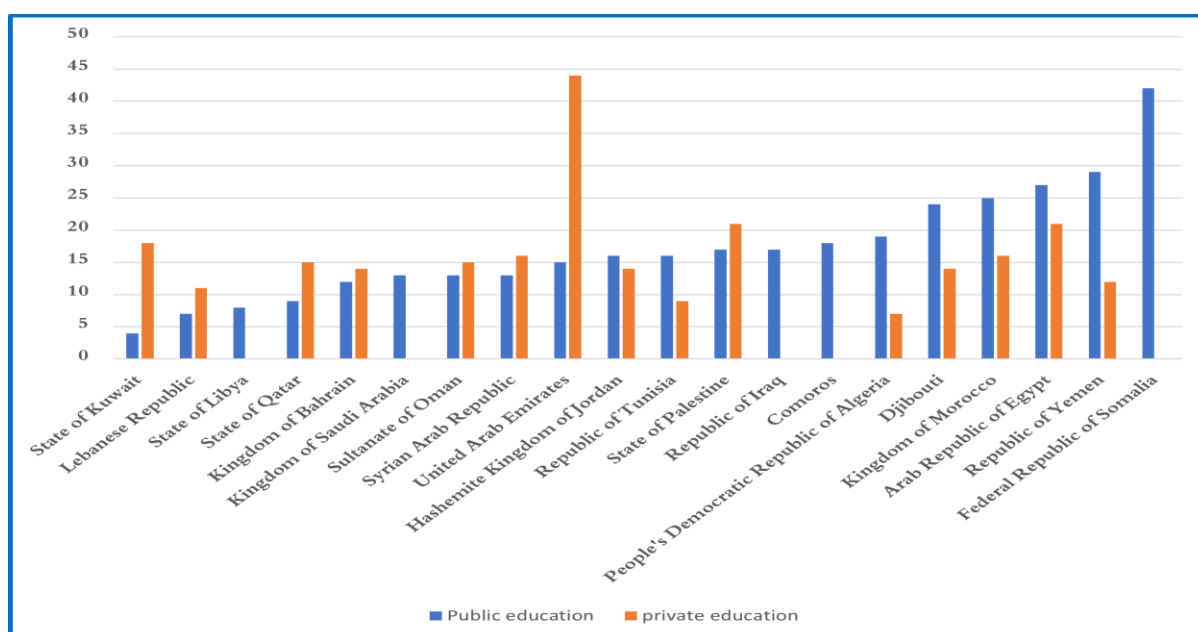
The education system in the Arab countries has more than four million teachers (about 4,285,331), and this number is limited to formal education in public and private sectors, so we estimate that the number is even higher when we take into account teachers in pre-primary education (kindergarten) and adult education. non-formal education. Teachers in primary education also make up the largest proportion of the total, at 48%, and the rest are roughly equally shared by middle and secondary education.

Female teachers constitute the largest percentage of the educational staff in the Arab countries, accounting for approximately 64% of the total teaching staff. This distribution is a reality in all education systems, as the teaching profession attracts women especially in the primary school, where teachers make up about half of the teaching staff (48%). (see annex 3-3, which

reviews the numbers of male and female teachers in the Arab countries by sex and level of education.)

- **Student-teacher ratio:**

Teachers are responsible for educating more than 96 million students in the Arab countries, which means that there are about 23 students per teacher on average in the Arab countries. If we look at this indicator according to countries, we find that it varies from one Arab country to another, as shown in Figure 25.



Data sources: Form for the collection of public education data from the Arab States (Statistics Section).

Except:

- Saudi Arabia: Statistical Centre for the Cooperation Council for the Arab States of the Gulf, 2025.
- Lebanese Republic: Educational Center for Research and Development, 2023.
- Republic of Iraq: Statistics and Geographic Information Systems Authority, 2020.
- Comoros: World Bank, 2021.

Figure 25: Student per teacher in the Arab countries in public and private education

This indicator provides an initial sign of an important input of quality in education, the teacher is the one who enters the classroom on a daily basis and transfers knowledge to the student

through various processes of education, from which the student acquires knowledge, skills and values and ingests a lot of scientific and cognitive trends and behaviors, not to mention the impact of the teacher in the student emotionally and behaviorally. The teacher's ability to communicate with students is expected to be affected by the number of students he or she communicates with. A teacher with 20, 25 or fewer students will be better able to transfer and enhance knowledge and support a student's orientation, learning abilities, knowledge and skills than a teacher with 40 or 50 students.

Figure 25 reflects the followings:

- A) The ratio of students per teacher varies between public and private education, but not in the same format in the Arab countries; There are countries where the student-teacher ratio in public education is higher than in private education, and this decline can be natural as the sector has a greater capacity to employ human resources and gives a positive image to society and families of their children's level of education in private schools. However, the opposite is happening in other countries, with a high student per teacher rate in a number of Gulf States, namely Kuwait, Bahrain, Qatar and Oman, as well as in the Lebanese Republic, the State of Palestine and the Syrian Arab Republic. But the difference is vast in the UAE, where the average in public schools is 15 students per teacher, while in private schools it is 44. However, it is worth reading this difference with caution because of the potential for different calculations, especially with regard to accounting for private education data.
- B) The student-teacher ratio is very low in Kuwait, Qatar, Lebanon and Libya. These countries, apart from the Lebanese Republic, are rich countries and can invest in human resources to provide the best possible educational environment in their schools, but this investment may be exaggerated in certain locations and should be considered by examining and assessing the possible feasibility of the optimal rate of quality education on a cost/benefit scale. As for the Lebanese Republic, it should be taken into account that the private sector attracts more than 70% of the schools in this country, and the low rate in the government sector is an important competitor to the private sector and has an important educational function that contributes to providing a close and similar environment for learners in the private sector.
- C) It is also noted that student per teacher rates are high in the Federal Republic of Somalia (42 students/teachers). This rate must be read in conjunction with other indicators on the gross domestic product allocated to education and the provision of free education, which is still not available in the Republic.

- **Conditions for entry of teachers to the profession of education in the Arab countries and opportunities for professional development:**

Educational systems around the world have been concerned with the selection of teachers, both at the stage of preparation and when entering the profession through the issuance of professional scientific licenses. It was concerned with the rehabilitation of the teacher during

the profession by opening various professional opportunities for him to train and acquire various skills of the profession and mastery. But the state's ability to control those entering the education profession and its possibilities for oversight and accountability will of course vary from state to state depending on the educational and cultural context that controls it. The sustainable development agenda has a special provision for the provision of qualified teachers in education under target 4 (c), which states: "By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States".

This report is therefore concerned with highlighting the picture of the quality of teachers in the Arab countries in terms of qualification, level of educational training and experience. Specific items have been included in the general education form for the Arab countries to explore the most important requirements for entry into the profession in education and the most important possibilities available for professional development and training of teachers in service. The conclusions on the terms and requirements of the appointment are drawn in table 11.

Table 11: Conditions of appointment in the teaching profession in the Arab countries.

State	Interview	A written test in education	A written test in specialization	Certificate of teacher's license	Educational certificate	Scientific specialization	Academic certificate
United Arab Emirates	√	-	√	√	√	√	√
Kingdom of Bahrain	√	-	√	-	√	√	√
State of Qatar	√	-	√	√	√	√	√
Saudi Arabia	√	-	-	√	√	√	√
State of Kuwait	√	√	-	-	√	√	√
Sultanate of Oman	√	√	-	-	√	√	√
The State of Libya	-	-	-	-	-	√	√
People's Democratic Republic of Algeria	√	-	√	-	-	√	√
The Hashemite Kingdom of Jordan	√	-	√	-	-	√	√
Republic of Tunisia	√	√	√	√	√	√	√
Arab Republic of Egypt	√	-	√	√	√	√	√
The Lebanese Republic	Data not available						
State of Palestine	√	-	√	-	√	State of Palestine	√
Kingdom of Morocco	√	-	√	√	√	Kingdom of Morocco	√
Republic of Iraq	Data not available						
Comoros Islands	Data not available						
Syrian Arab Republic	√	-	√	-	√	Syrian Arab Republic	√
Islamic Republic of Mauritania					√	Islamic Republic of Mauritania	√
Republic of the Sudan	Data not available						
Djibouti	Data not available						
Republic of Yemen					√	Republic of Yemen	√
Federal Republic of Somalia	√	√			-	Federal Republic of Somalia	√
Total	14	4	10	6	13	Total	17

Source: Arab States form in General Education - Part two - question X.

Table 11 shows that all Arab countries require a scientific qualification with a bachelor's degree to join the education profession as a basic requirement, and that the qualification or educational preparation is not a requirement for 4 countries, namely Libya, the Democratic Republic of Algeria, the Hashemite Kingdom of Jordan and the Federal Republic of Somalia. 14 countries are also keen to interview new teachers before entering the education profession: The United Arab Emirates, the Kingdom of Bahrain, the State of Qatar, Saudi Arabia and the State of Kuwait. the Sultanate of Oman, the People ' s Democratic Republic of Algeria, the Hashemite Kingdom of Jordan, the Arab Republic of Egypt, Tunisia and the State of Palestine, the

Kingdom of Morocco, the Syrian Arab Republic and the Federal Republic of Somalia. This is more important than tests, because the interview enables the education system to discover personal qualities of the teacher that cannot be discovered in other ways. Therefore, the interview is an important tool that provides some initial guarantees about the teacher's readiness for the teaching profession and its special requirements.

It also appears that a teacher's license has been entered as a prerequisite for the teaching profession in six countries: The United Arab Emirates, Qatar, Saudi Arabia, Tunisia and Egypt. the Kingdom of Morocco. The application of the license helps to radically professionalize education in various fields of apprenticeship, starting with the conditions of the profession, the requirements of apprenticeship and promotion, follow-up measures, accountability and evaluation.

Table 12 complements the professional profile adopted by the education systems in the Arab countries for teachers to settle in the profession as a professional teacher and develop professionally. This table shows the requirements for the professional development of teachers as conditions for professional advancement.

Table 12: Professional Development programs available for teachers in the Arab countries

State	Studies and research	Attending conferences and seminars	Conducting workshops for colleagues	Exchange of experience programs	Short training programs (one to four weeks)	Intermediate training programs (two to six months)	Postgraduate study programs
United Arab Emirates	-	√	√	√	√	√	-
Kingdom of Bahrain	√	√	√	√	√	√	√
State of Qatar	√	√	√	√	√	√	√
Saudi Arabia	√	√	√	√	√	√	√
State of Kuwait	√	√	√	√	√	√	√
Sultanate of Oman	-	-	-	√	√	√	√
The State of Libya	√	√	√	√	√	√	√
People's Democratic Republic of Algeria	-	√	√	√	√	√	-
The Hashemite Kingdom of Jordan	√	√	√	√	√	√	
Republic of Tunisia	√	√		√	√	-	√
Arab Republic of Egypt	√	√	√	√	√	√	√
The Lebanese Republic	No data available						
State of Palestine	√	√	√	√	√	√	√
Kingdom of Morocco	√	√	√	√	√	√	
Republic of Iraq	No data available						
Comoros Islands	No data available						
Syrian Arab Republic		√			√		
Islamic Republic of Mauritania			√	√	√		
Republic of the Sudan	No data available						
Djibouti	No data available						
Republic of Yemen				√	√		
Federal Republic of Somalia		√	√		√	√	
Total	10	14	13	15	17	13	9

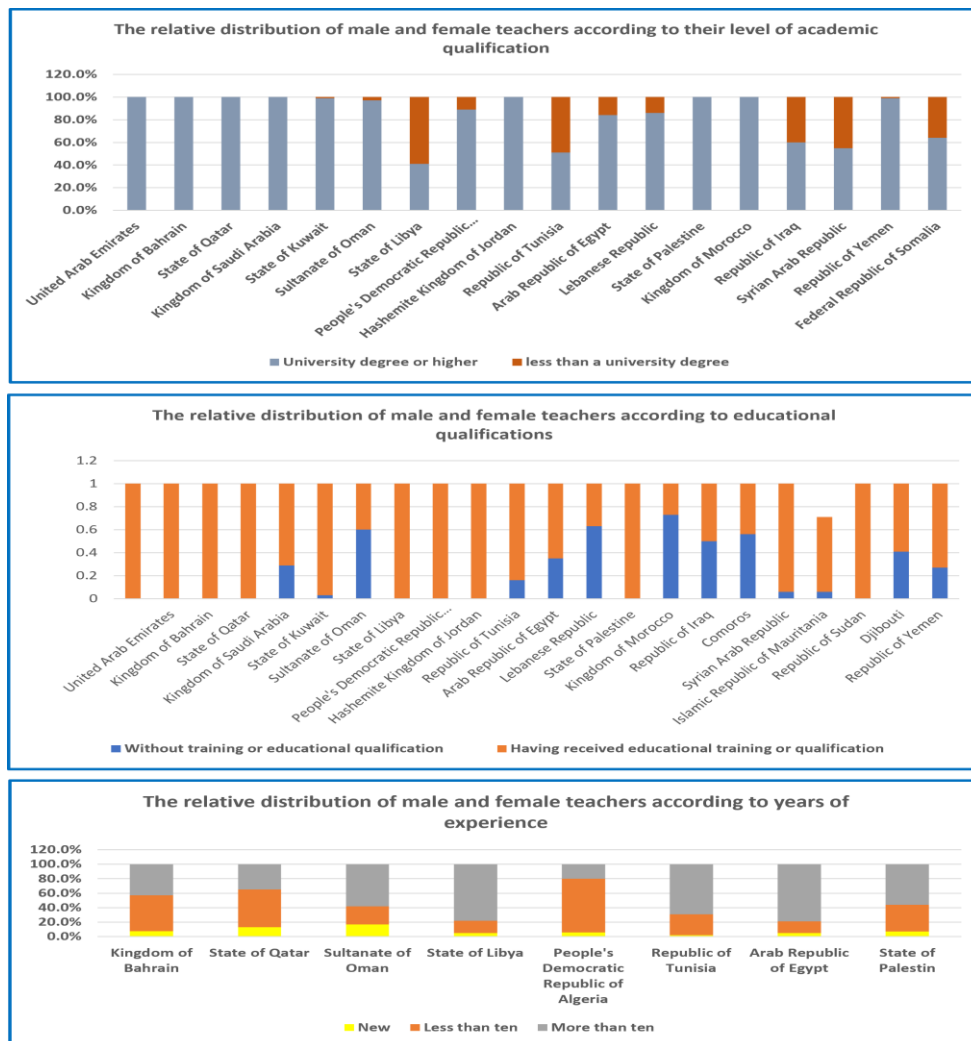
Source: Arab States form in General Education - Part two - question XIII

The above table showing the areas of professional development and training available to the teacher shows that short training programs (one to four weeks) are the most accessible opportunities in all Arab countries, often aided by the possibility of implementing them at a lower cost than long-term programs. In addition to the possibility of generalizing to a larger number of teachers, and the flexibility of its implementation at all times without affecting the progress of the educational process. The exchange of experiences with colleagues of the profession and the programs of conferences and seminars are second only to the training programs as they are implemented by (15) and (14) countries respectively. These opportunities are also easy to implement throughout the year with low cost, as well as enabling the educational community to enrich the education process with entrepreneurial and educational experiences. Examples of what the UAE is implementing in this area include forums to showcase best practices, leaders' meetings, consultation hours for educational leaders, consultation hours for teachers, as well as learning communities. The State of Qatar also allows its teachers to participate in local and regional competitions (such as the National Excellence Award/Hamdan distinguished Teacher Award, etc.). The programs for the implementation of educational and scientific workshops for the professional colleagues are professional opportunities for thirteen Arab countries as well as opportunities for the implementation of medium-term training programs from two to six months. These programs provide teachers with important opportunities for professional development that enrich their skills and knowledge in the profession. Finally, studies, research and graduate teacher placement opportunities are available in 10 and 9 Arab countries respectively, as shown in the table above.

- **Teachers in the Arab countries according to the level of training, qualification and experience:**

When the teacher conducts the teaching processes both inside and outside the classroom, the teacher's scientific and professional competencies are combined with field experiences in one single entity, as well as the trends that he carries toward the profession of teaching, learning and learners to provide an integrated outcome of professional practices. Due to this diverse mix of competencies, practices vary from teacher to teacher and may vary at the level of a teacher depending on the educational situation. It would therefore be very useful for the education system to have clear and accurate disaggregated data for teachers according to the three occupational characteristics mentioned above; It is the scientific qualification, the level of training and years of experience, so that the researcher can follow the map of the action of these variables in the field of education on the one hand, and the decision maker can guide the system and take the appropriate decision on the policies of teacher training and training ⁽²²⁾ as shown in Figure 26.

²² This research report devoted part of the data collection form on public education in the Arab countries to this important aspect. Data were requested on the distribution of teachers in the public and private sectors according to their qualifications, educational training and years of experience, but the level of response varied. Data were updated from



- Data sources: Data form on public education in the Arab States, excluding educational qualification data for:
- United Arab Emirates: National Committee on Sustainable Development Goals, 2022
- Saudi Arabia: General Authority for Statistics of Saudi Arabia, 2022.
- Lebanese Republic: Educational Center for Research and Development, 2023.
- Comoros, Syrian Arab Republic, Islamic Republic of Mauritania, Republic of the Sudan, Republic of Djibouti: UNESCO Institute for Statistics, 2023

Figure 26: The relative distribution of teachers in the Arab countries according to scientific certificate, educational qualification and years of experience

other sources. The results provided data on the educational qualifications of teachers in 15 Arab countries and on the level of educational qualification in 20 Arab countries, while the total data in terms of years of service decreased to only 8 Arab countries.

The above figure highlights some indicators, namely:

- As a relative total of available data, the number of Arab countries where 75% of teachers hold a university degree is 13 (59%): The United Arab Emirates, the Kingdom of Bahrain, the State of Qatar, Saudi Arabia and the State of Kuwait. the Sultanate of Oman, the People ' s Democratic Republic of Algeria, the Hashemite Kingdom of Jordan, the Arab Republic of Egypt, the State of Palestine and the Lebanese Republic, the Kingdom of Morocco and the Republic of Yemen.
- The number of countries where 75% of their teachers are qualified with the minimum educational requirements is 11 (50%): The UAE, the Kingdom of Bahrain, the State of Qatar, Saudi Arabia and the Sultanate of Oman. Algeria, the Hashemite Kingdom of Jordan, the Arab Republic of Egypt, Morocco, the Kingdom of Tunisia the Republic of Djibouti.
- In terms of years of experience, 75 only two out of eight countries for which we have data are the Arab Republic of Egypt (79%) and Libya (78%). In view of the characteristics of the above three rates, it is noted that their location on the lines of intervention by the educational decision-maker or the planner of the educational policy varies from one area to another by means of policies, terms of appointment and different measures for in-service teachers; The educational qualification is the variable that the decision-maker can control by essentially requiring entry into the teaching profession, followed by the level of training, followed by years of experience, because the level of training will depend on the material and financial resources available for in-service teacher training. in terms of years of experience, the ability to control them will depend on the variables available to the teacher, such as incentives, promotions, and a learning environment to keep experienced professionals in the profession.
- There is no significant variation among Arab countries in terms of the characteristics of teachers according to the level of scientific certificate, as most countries with available data hold the majority of their teachers degrees at either a university level or higher. The exceptions include Libya with 41% of teachers, the Syrian Arab Republic with 55%, Tunisia with 51%, Iraq with 60% and the Federal Republic of Somalia with 64%.
- There is no significant disparity between the Arab countries with regard to the characteristics of teachers according to the level of educational qualification, as it is noted that 14 Arab countries have more than 70% of their teachers who have received educational qualification, of which nine countries have 100% of their teachers have educational qualification. These countries are: Bahrain, Kuwait, Kingdom of Qatar, Saudi Arabia, United Arab Emirates the Sultanate of Oman, the People ' s Democratic Republic of Algeria, the Hashemite Kingdom of Jordan, the

Arab Republic of Egypt, the Kingdom of Morocco, Tunisia, the Islamic Republic of Mauritania, the Republic of Djibouti and the Federal Republic of Somalia.

- The percentage of teachers with educational qualification varied in the rest of the countries, namely the Republic of Lebanon and the Republic of Sudan (65%) and in the Republic of Yemen and the Comoros (59%) and (50%) respectively. It reaches 44% in the Syrian Arab Republic and 40% in the State of Libya, then drops to 37% in the State of Palestine, and to 27% in the Republic of Iraq.
- There is a discrepancy between the Arab countries for which full data has been collected in terms of the years of experience of teachers, and the number of these countries is 8 Arab countries. Teachers' characteristics vary in these countries, with the proportion of teachers with more than ten years of experience rising in three countries: The Arab Republic of Egypt (79%), the State of Libya (78%) and the Republic of Tunisia (69%). This figure exceeds 50% in both Oman (58%) and the State of Palestine (56%). On the other hand, we note that there are three countries where the majority of their educational cadres are less than ten years old and a proportion of these are still new teachers, these countries are the People's Democratic Republic of Algeria with 80% of the educational staff (of which 6% are new), and Qatar with 65% (of which 13% are new). Bahrain is followed by 57% (of which 7% is new). These results reflect the movement of educational staff and are affected by turnover rates in this profession in each country, as well as the temptations and incentives that an experienced professional may receive to stay longer in his profession, especially in the education profession, which is a difficult and difficult profession. They may also be affected by the conditions of the labor market in the same country and by the demand and supply ratios for each occupation.

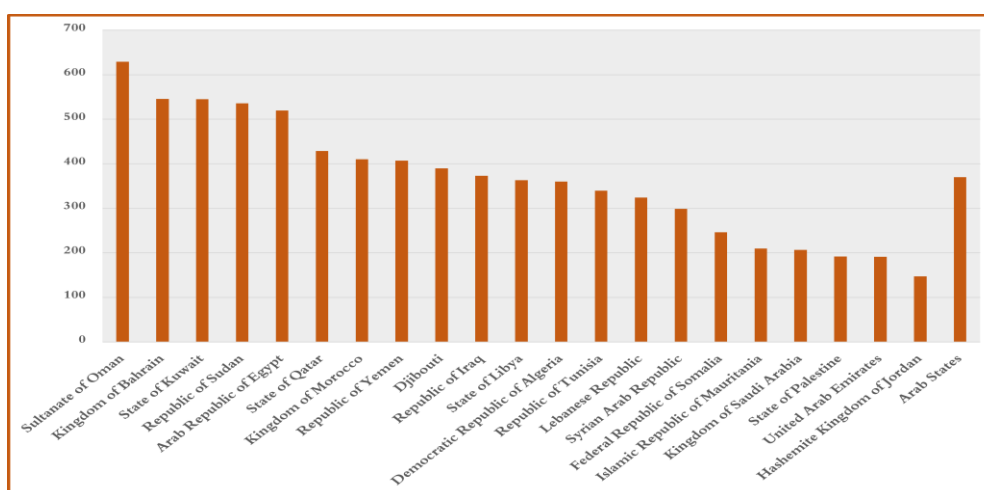
4. 3. Material resources:

The education process is a continuous daily service provided to thousands of individuals of different ages, and this service is continuous and supposed to stop only on public holidays. The education service is provided through schools, institutes and various education centers, which are supposed to be spread in the country in areas close to different groups of society. In the event that the locations of these schools are far from the areas of residence of the beneficiaries, appropriate school transportation or public transport links should be provided in terms of time, price and traffic lines. The provision of school buildings and classrooms is complemented by the appropriate equipment such as furniture, learning resources, books, school canteens to create a suitable environment for learning. At this station, we will review a set of indicators related to the resources available in the Arab countries for education, which we will start with the school building.

A) School building:

The school is the second home for students, it is the place where the child is incubated after his family home from the time he enters kindergarten until his graduation from the secondary school, as he/she spends at least five or six hours a day in its classes, so that he takes advantage of science and knowledge. Student is equipped with positive energy in its squares in breaks, sports and outdoor activities, from which he collects all the good or bitter memories of childhood and the first years of his youth. It is no wonder that educational systems have sought to engineer the school building so that the student will be guaranteed a healthy environment suitable for learning and social communication.

According to the statistics collected in the Arab countries, there are 260 thousand schools of various educational levels (primary, preparatory and secondary), and these as we have presented in the past accommodate about 96 million and 400 thousand students. Primary education accounts for two thirds of all schools in the Arab countries, but this distribution varies from country to country (see annex 3-4 in this chapter). The following figure (No. 27) shows the average size of schools in the Arab countries based on the total number of students at all levels in the public and private sectors.



Data sources for Arab countries: Data Forms for Arab States in Public Education except

- Saudi Arabia: General Authority for Statistics of Saudi Arabia, 2019.
- State of Libya: Ministry of Planning of the State of Libya, 2024.
- Arab Republic of Egypt: Central Organization for Public mobilization and Statistics of the Arab Republic of Egypt, 2024.
- Lebanese Republic: Educational Center for Research and Development in the Lebanese Republic, 2023
- Mauritanian Republic: National Agency for Statistics, Demographic and Economic Analysis of the Islamic Republic of Mauritania, 2024.
- Republic of the Sudan, 2022.
- Djibouti :Ministère de l'Education Nationale Et de la formation Professionnelle de l'République de Djibouti, 2023.

Figure 27: The average size of schools in the Arab countries

There is nothing in the educational literature to indicate a suitable size for a school, because the size of a school appropriate for the primary stage may differ from the size appropriate for later stages, and the appropriate size of a school in a village may differ from that appropriate in a city. The size of the school is also related to the cost and therefore the possibilities available to the system to manage and spend a large number of small schools, or to decide to establish large schools that are less expensive and easier to implement, follow up and control procedures. A number of scientific studies and research prove the existence of important advantages for smaller schools in terms of providing security and safety for students, controlling behavior and guidance, as well as providing a better social and educational environment and building good relations between teachers and students, and between the school and the parents of students. However, these studies do not provide strong evidence of a linear relationship between school size and student achievement. In the case of larger schools, a number of studies also indicate that they are more efficient in terms of administrative management, evaluation and follow-up processes, and are better in the advanced stages than in the early stages of education (Scheerens, Hendrik, & Luyten, 2014). Decision-making in large, medium or small schools will depend on different factors and the circumstances of each system, however, factors contributing to a better teaching effectiveness and a good learning environment for students must be taken into account in making such decisions.

From figure 27, the average school size varies between Arab countries, ranging from 147 students per school in the Hashemite Kingdom of Jordan to 629 students in Oman. The number of schools in Bahrain, Kuwait, the Republic of Sudan and the Arab Republic of Egypt is more than 500 students. It then drops to between 300 and 400 in another group of countries: The State of Qatar, the Kingdom of Morocco, the Republic of Yemen, the Republic of Djibouti and the Republic of Iraq. The State of Libya, the People's Democratic Republic of Algeria, the Republic of Tunisia and the Lebanese Republic. This level is close to the average level of the Arab countries in general. Finally, schools are smaller in size in the Syrian Arab Republic, Saudi Arabia, the Somali Republic, the Islamic Republic of Mauritania and the State of Palestine. Jordan, United Arab Emirates and United Kingdom of Great Britain and Northern Ireland. With the exception of Palestine, this group of States is in fact characterized by a vast geographical area, cultural diversity and multiple population groups, but they differ among themselves in terms of economic and political conditions. On the one hand, gross enrollment in primary education in Somalia is low and does not exceed one-third of the population of school age, which explains the low school size in this country, as well as the situation in the Syrian Republic, where the gross enrollment rate in primary education falls to 70%. In the UAE, the state spends more than 14% of its expenditure on education, with a high participation rate from the private sector reaching 70% of the education sector, which also explains the low size of one school in the country. In Saudi Arabia, although the proportion of government spending allocated to education is low relative to the Arab average, the value of spending in local currency is relatively high, for example, in 2022 the state spent more than SAR 201 billion on education (Saudi Arabia's General Authority for Statistics, 2022), which indicates its ability to cover the school needs of its population and is spreading throughout Saudi Arabia. There is

also a high percentage of education spending in the State of Palestine and the Islamic Republic of Mauritania, amounting to 19.6.8% and 20.8% respectively.

B) Ensuring an appropriate and suitable learning environment for all:

The most important features of an appropriate and **suitable** education environment for all are highlighted in the general framework of the sustainable development agenda within the means of implementation of the fourth goal, "Quality education" under target 4.a, which states: " Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all " (UNESCO, 2016, p. 51). Six different indicators will be discussed below :

- Availability of electric power.
- Availability of the Internet for pedagogical purposes.
- Availability of computers for pedagogical purposes.
- Availability of clean drinking water.
- Availability of single-sex sanitation facilities.
- Availability of adequate infrastructure for students with disabilities.

Table 13 reviews these data in primary school in the Arab States in these six indicators ²³. (III)

²³ The data were obtained from the files of the Arab countries for the indicators of achievement of the fourth SDG country profiles on the website of the UNESCO Institute for Statistics (UNESCO, 2024).

Table 13: Percentage of schools equipped with electricity, Internet and computer for educational purposes, drinking water and sanitation services in primary schools in the Arab countries.

The year	Infrastructure for special groups	Sanitation services	Clean drinking water	Computers	The Internet	Electrical power	Year
United Arab Emirates	100	100	100	91.1	100	100	2023
Kingdom of Bahrain	100	100	100	100	100	100	2023
State of Qatar	100	100	100	100	100	100	2023
Saudi Arabia	100	100	100	100	100	100	2023
State of Kuwait	100	100	100	100	100	100	2023
Sultanate of Oman	98.2	100	100	100	100	100	2023
The State of Libya	G.M.	G.M.	G.M.	40.36	7.32	G.M.	2022
Democratic Republic of Algeria	G.M.	100	90.4	61	61	99.8	2024
The Hashemite Kingdom of Jordan	G.M.	G.M.	100	76.9	31.6	100	2023
Republic of Tunisia	G.M.	97.6	90	93.5	81.2	100	2023
Arab Republic of Egypt	G.M.	100	G.M.	83.8	30.4	100	2023
The Lebanese Republic	10.7	89.5	60	69.8	93.7	100	2023
State of Palestine	65.2	100	99.1	90	98	100	2023
Kingdom of Morocco	24.4	84.7	81.6	69.7	71	97.6	2023
Republic of Iraq	N.A	N.A	N.A	N.A	N.A	N.A	
Comoros Islands	N.A.	73.3	74.5	30.8	21.4	48.4	2021
Syrian Arab Republic	11.8	81	86	55.1	8.2	86.9	2023
The Mauritanian Republic	N.A.	27.5	50.7	14	G.M.	44	2019
Republic of the Sudan	N.A	73.5	93.4	G.M.	G.M.	54.1	2016
Djibouti	0.9	88.4	88.4	43.1	43.1	81.5	2023
Republic of Yemen	N.A	N.A	64	30.54	G.M.	60.9	2016
Federal Republic of Somalia	N.A	N.A	N.A	N.A	N.A	N.A	
Data guide	N.A (data not available)	0 - 50	51 - 75	76 - 90	90 % >		

Source: UNESCO institute of Statistics, 2024

The following is a review of the main findings:

▪ **Electric power :**

Electrical energy is considered the minimum requirements of running the school building, it is the main nerve of the daily life cycle in any location, and the vital pulse to activate the processes of teaching and learning by providing energy, lighting and ventilation and facilitate the use of educational technologies such as television, computers and others. It is no longer possible to imagine a proper path of education without electricity, it has become a pillar of the school

building without which the building is not equal. But this is a truism that may not be the case in a number of poor countries that have not had access to such services. This indicator has therefore had to be taken into account to guide education systems toward the priorities to be achieved in mainstreaming and strengthening teaching and learning processes. Globally, 9% of the world's population lacks access to electricity to run their daily lives, and one in four schools lack electricity (UNESCO, 2023, p. 17).

Electricity is available at 100% in primary schools in the group of high- and middle-income countries in the Arab countries (see the classification of these countries by income level in the second quarter), which are all the GCC countries and include North African countries, while data are not available for Iraq and Libya. All schools in the Hashemite Kingdom of Jordan, the Lebanese Republic, the State of Palestine, the Republic of Tunisia and the Kingdom of Morocco enjoy such service, reaching 81.5% in the Republic of Djibouti. Four countries with the lowest percentage of schools with electricity are Yemen (61%), Sudan (54%), Comoros (48.4%) and the Islamic Republic of Mauritania (44%). These facts must clearly mark the progress and quality of education processes in these countries, not least as we noted in the previous presentation, where these countries suffer more than high rates of out-of-school children. as a result, the proportion of government spending allocated to education by the global standard will not be sufficient to achieve the SDGs unless national ratios are calculated to accelerate the achievement of these goals.

- **Internet and computer services for pedagogical purposes:**

Modern technology enters at the present time of computers and the Internet in the basics of teaching and learning processes by providing the learner with diverse knowledge in various fields and enable him to communicate with various sources of knowledge in the world and help him to innovate.

The Corona pandemic has proven the importance of this technology in facilitating the processes of teaching and distance learning, and the possibility of its multiple uses in learning, evaluating students and communicating with parents. As the coronavirus crisis worsened and schools closed worldwide, the employment of online learning prevented education from collapsing in many countries that had reached nearly one billion learners (UNESCO, 2023). In the Arab States, many of them have managed the process of distance education thanks to the availability of the infrastructure of their schools, but in a number of Arab countries, schools, teachers and families are not ready to deal with modern technology. At the time of school closure, approximately 37 million students were denied learning opportunities, most of whom were from vulnerable economic backgrounds, rural areas or persons with disabilities (Economic and Social Commission for Western Asia (ESCWA), 2022).

Modern technology is no longer a formal luxury in modern life or in education, but has become a necessary necessity for the conduct of teaching and learning processes, and may even become a solution to the problems of many community groups that schools cannot reach or themselves reach schools. Globally, it is estimated that about 40% of primary schools, 50% of lower secondary schools (middle school) and 65% of secondary schools have internet connectivity

infrastructure. As for computers, these devices are available for educational purposes in 47% of primary schools, 62% of middle schools and 76% of secondary schools (UNESCO, 2023, pp. 7 and 17).

Table 13 shows the indicators for online communication services and computer equipment for learning purposes in the Arab States, where the disparity is greater in this regard than in the case of electrical energy. On the one hand, it is clear that all the GCC countries have provided all their schools with these services, and these countries are apparently ready to move to the era of modern technology in education radically. A group of countries prepared for this in part include the Republic of Tunisia (81% and 93%) for Internet and computer services, respectively, the State of Palestine (98% and 90%), followed by the Lebanese Republic (94% and 70%) and the Arab Republic of Egypt (30% and 83%). Other States have different jurisprudence but seem to be in the direction of providing computers more than the Internet, as is the case in the Hashemite Kingdom of Jordan, the Syrian Arab Republic, the State of Libya and the Comoros. The 2022 Arab Human Development Report of the United Nations Development Program also notes the glaring digital divide between the Arab countries, where access to the Internet as well as access to a computer in poor countries is less, and its effects on access to education vary during the Corona period (UNDP, 2022. see also: 30). Although education continued through modern technology, it was not an option open to all students. Therefore, it is necessary that the efforts of countries lagging behind their colleagues be accelerated and more rapidly in the coming years to be able to catch up with previous countries and achieve the international standards adopted in this area.

▪ **Health and preventive services:**

The framework for attention to education in the United Nations Sustainable Development Agenda 2030 was not limited to the goals adopted under the fourth dimension of education processes and related issues, but also extended to a range of other goals, including the third dimension, which was under the heading of health and well-being. Within the achievement of this goal is the provision of a range of health and preventive services in schools to ensure a safe environment that facilitates teaching and learning processes. It is therefore important that this analytical report reviews the availability of these services in schools in the Arab States based on international standards

The report of the United Nations Children's Fund (UNICEF) and the World Health Organization (2020) indicates that the coverage of basic drinking water services in schools is 69% globally, but is even higher in North Africa and West Asia, where this geographical area covers most of the Arab countries, reaching 83% (p. 16). As for sanitation services that include adequate, usable and unmixed latrines, while ensuring that they are kept clean and maintained, the same report reports that sanitation coverage in North Africa and West Asia is rising to 87% in 2019, higher than the global average of 63% (UNICEF and who, 2020, p. 26). However, these services vary from one Arab country to another, as indicated in Table (3-10), which includes clean drinking water and sanitation services.

The table shows that most Arab States have endeavored to provide water and sanitation services at the same level as they are concerned with the provision of electricity services. All primary schools in half of the Arab countries are provided with these services, and these services are available in more than 88% of schools in the Kingdom of Morocco, the Syrian Arab Republic and the Republic of Djibouti, and up to 93% for water services and 73.5% for sanitation services in the Republic of Sudan. It is about 74% in the Comoros. The proportion of schools with clean water in Yemen is 64%, and there is no data on sanitation services. It is also clear that data on both or one of these services are not available in a number of Arab States, indicating the level of information monitoring on services available in schools, as such monitoring is necessary to guide planning processes and improve support services.

C) Support resources for learners:

The support and support here means what the learner needs daily to continue the learning process easily and easily, including: Textbooks, communications, uniforms, computer boards, school stationery, and meals. When we prepare the school as a second home for the learner after the family, and it will be the incubator environment not only cognitive but also social and human, it is expected to provide the learner with resources and material support and provide him with daily needs, which may be relatively small from the perspective of the educational process, but it has a value and a great social function for learners. This can be for all or some of the learners as the school administration deems appropriate, such as physically vulnerable groups, special groups or others. Table 14 shows the results of the data collected in this report through the Public Education Information Collection form.

Table 14: Support and assistance services for learners in the Arab countries

The State	Food Meal	School Stationery	Computer Boards	Official Clothes	Transportation	Textbooks	Notes
	Groups In Need	Groups In Need	For Certain Categories	For Poor Groups	Categories As Needed	Granted For Free	
United Arab Emirates	-	-	√	-	√	√	
Kingdom of Bahrain	√	√	√	√	√	√	Groups In Need
State of Qatar	√	-	-	-	√	√	For Special Groups
Saudi Arabia	√	√	-	√	√	√	Specific Categories As Needed
State of Kuwait	-	-	-	-	√	√	
Sultanate of Oman	-	-	-	-	√	√	
The State of Libya	-	-	-	-	-	√	
People's Democratic Republic of Algeria	√	-	√	-	√	√	For Poor Groups
The Hashemite Kingdom of Jordan	√	√	√	√	√	√	Granted To Refugees
Republic of Tunisia	√	√	-	-	√	√	The Needy Category
Arab Republic of Egypt	√	√	-	√	-	√	For Poor Groups
The Lebanese Republic	Data not available						
State of Palestine	-	√	-	√	√	-	People With Special Needs
Kingdom of Morocco	-	-	-	-	√	√	Accommodation - Interior
Republic of Iraq	Data not available						
Comoros Islands	Data not available						
Syrian Arab Republic	-	-	-	-	-	√	Primary Education Only
Islamic Republic of Mauritania	√	√	-	-	-	√	Primary Education Only
Republic of the Sudan	Data not available						
Republic of Djibouti	Data not available						
Republic of Yemen	-	-	-	-	-	√	
Federal Republic of Somalia	√	√	-	-	-	√	Primary And Preparatory Stage
Total	9	8	5	5	11	16	

Source: Arab States Data form in Public Education, Part I: Education System - question VIII.

The existing textbook service is topped by a service provided by 16 Arab countries. It is followed by a transport service, which is provided in 11 Arab countries only. These are not to be considered as additional support services as they are basic needs of all students, and therefore books and transportation are provided as free services for all and are not limited to needy groups in most of these countries. A number of countries also provide stationery and meals to learners, and these services are an important support and assistance for students from needy groups to overcome any material problems that hinder the process of continuing education with their colleagues. Computer boards are available to students at the preparatory and secondary levels by two countries, the United Arab Emirates and the People's Democratic Republic of Algeria, and the Kingdom of Bahrain and Saudi Arabia are available only to students in need.

D) Infrastructure suitable for people with special needs:

Disability and disability no longer constitute a barrier to the individual in pursuing his or her goals in various ways. Opportunities for contemporary life have been provided, from laws and legislation to the provision of appropriate infrastructure for all persons with hearing, visual, motor or other disabilities. With information and communication technologies, which have improved the quality of life and facilitated integration and communication, there is room to employ the potential and energies of every person with disabilities and enable them to participate genuinely and be a productive member of society. The United Nations Convention on the Rights of Persons with Disabilities, adopted in 2006, was a strong start in ensuring rights and equal opportunities in all spheres of life. Article 24 of the Convention guarantees the right to education of persons with disabilities and guarantees them equal opportunities, guaranteeing them education at all levels and throughout life. The same Convention affirmed in section 2.a of the same article that they should not be excluded from the general education system on the basis of disability, and that children with disabilities should not be excluded from free and compulsory primary or secondary education on the basis of disability. In section 2.e, it also emphasized effective individual support measures in environments that maximize academic and social development and are consistent with the goal of full inclusion.

Based on these principles, the Sustainable Development Agenda has committed itself to target 4 - 5 of the fourth Sustainable Development goal 2030, as well as to the elimination of gender disparity, ensuring equal access to all levels of education and vocational training for vulnerable groups, including persons with disabilities, indigenous peoples and children in vulnerable situations, by 2030 (UNESCO, 2016).

Although Arab countries have begun to provide learning opportunities for people with disabilities, their preparations and efforts are slow and vary from country to country. On the one hand, most Arab countries have emphasized in their laws on education the importance of providing free educational opportunities to this group in their schools. Some have also stated that integration is required, as is the case in the United Arab Emirates (article 5 of Federal Decree-Law No. 39 of 2022) and the Sultanate of Oman (art. 24. 26,27 of Royal Decree No.

31/2023 on the issuance of the Education Law) and the Lebanese Republic ((Article 9 of Decree No. 9706 Date: 07/07/2022), the State of Palestine (Article 14-1 of Decree Law No. (8) of 2017 on Education and Public Education) and the Kingdom of Morocco (Article 25 of the Framework Law No. 51.17 on the System of Education, Training and Scientific Research). Legal order No. 043-2007, on the protection and employment of persons with disabilities in the Mauritanian Republic (Title IV - Education, art. 33-42), also contains regulations on providing education and learning opportunities for persons with disabilities and providing them with all facilities (Human Rights, Humanitarian Action and Civil Society Relations Commission of the Republic of Mauritania, 2019). In addition, structural measures have been taken to facilitate the integration process. These include the school building, taking into account the possibilities of persons with special needs to access it, access classrooms, laboratories, libraries and walk around school squares, as well as providing them with adequate sanitation services. All this must be reinforced by society ' s perception of and acceptance of persons with disabilities and its belief in their right to life, success, self-growth and positive participation in society in all its forms.

We will discuss the efforts of the Arab countries in this field and review their findings based on the information provided to us by the Arab States in the data form prepared for this report, as well as other reports and research sources. Data from 12 countries showed that the total number of registered students with special needs is 131699, 60% of whom are male. These learners in the Arab countries are divided between a separate class system or a consolidation class system, as shown in Table 15.

Table 15: Distribution of students with special needs in the Arab countries

The State	Percentage of students in %			Number of students in the public and private sectors		
	Total	Integrated classes	Separate chapters	Total	Female	Male
Kingdom of Bahrain	100.0%	95.1%	4.9%	12544	5,736	6,808
State of Qatar	100.0%	0.0%	100.0%	3299	1,259	2,040
Sultanate of Oman	100.0%	77.9%	22.1%	2429	1,045	1,384
The State of Libya	100.0%	100.0%	0.0%	12304	4,918	7,386
Democratic Republic of Algeria	100.0%	100.0%	0.0%	4676	1,585	3,091
The Hashemite Kingdom of Jordan	100.0%	0.0%	100.0%	25856	13,844	12,012
Republic of Tunisia	100.0%	94.5%	5.5%	7341	2,728	4,613
Arab Republic of Egypt	100.0%	0.0%	100.0%	10303	4,301	6,002
The Lebanese Republic	100.0%	0.0%	100.0%	9269	0	9,269
State of Palestine	100.0%	100.0%	0.0%	9344	4,773	4,571
Kingdom of Morocco	100.0%	100.0%	0.0%	25509	9,054	16,455
Republic of Yemen	100.0%	0.0%	100.0%	1423	590	833
Federal Republic of Somalia	100.0%	0.0%	100.0%	7402	3,192	4,210
Total				131699	53025	78674
%				100	40%	60%

Source of data: Arab States form for General Education, Part II - Statistics and indicators - Third question except: (State of Qatar: Ministry of Education and higher Education, State of Qatar, 2023) and (Lebanese Republic: Educational Centre for Research and Development, Lebanese Republic, 2023).

Table 15 indicates the level of availability of data on special needs classes in the Arab countries, with only nine countries providing disaggregated data on the number of students with special needs by stage and sex, and data for Qatar and the Lebanese Republic were obtained from official reports on the websites of these countries. This is explained by either the lack of availability of services in other States or the lack of monitoring in this regard by the State itself, which in both cases reflects the low opportunities for persons with special needs in formal education. The Islamic Republic of Mauritania also reported that specialized education for special groups is under the tutelage of the Ministry of Social Action, Children and the Family, on the basis of which it is assumed that persons with special needs will be registered in special

centers to obtain all the services they need. this means a complete separation of students in public schools from those with special needs regardless of their possibilities of integration with their classmates, which constitutes a clear barrier to integration as well as integration in data collection and the extraction of adequate indicators on their education.

The table also notes the division of States between the State of Qatar, the Hashemite Kingdom of Jordan, the Arab Republic of Egypt, the Lebanese Republic and the Republic of Yemen. Federal Republic of Somalia. The States that have adopted the opening of integration chapters for special groups are the Kingdom of Bahrain, the State of Libya, the People ' s Democratic Republic of Algeria, the Republic of Tunisia, the State of Palestine and the Kingdom of Morocco. Integration is considered to be the most desirable method of education, since it allows these groups to be treated like their colleagues and works to integrate all groups without discrimination and to benefit from education services. In Oman, the trend is divided between separate classes (22%) and merged classes (78%).

With regard to the provision of basic infrastructure for persons with disabilities in schools, which contributes to the integration and adaptation of this group to school life, it can be seen from table 14 in the material resources section that the GCC countries have completed all structural services in their schools to integrate persons with special needs. These services are somewhat higher in the State of Palestine (65%) compared to their Arab counterparts. The proportion of schools with infrastructure services for this category decreases to (24%) in the Kingdom of Morocco, (11.8%) in the Syrian Arab Republic, (10.7%) in the Lebanese Republic, and only 1% in the Republic of Djibouti.

Conclusion:

This chapter is an important introduction to the next chapter and is an integral part of it. The above presentation of educational indicators in the Arab countries presents a general view of education in these countries without reflecting its actual reality and revealing the most important problems and challenges facing it, both from the regional perspective of the Arab countries and from the perspective of its position among the countries of the world. When we know that all children at school-age in a country are in school, it does not mean that the education they receive is good, it does not mean that they receive an equal education. The conclusion of this chapter therefore sets out the general framework for the reality of education, but it does not reveal the real picture of education in schools, especially in the classroom, and its results. What has been presented in this chapter focuses on the quantitative aspect of education, which will thus be complementary to the qualitative aspect of education in the Arab countries, the subject of the next chapter.

The summary that we aim to review in this section summarizes the quantitative aspect of educational indicators so that they are usable in the next chapter and comparable at the regional or global level. This compendium will therefore contribute to defining the roadmap for how

to review the qualitative aspects of education in the Arab countries in the next chapter, which deals specifically with quality in education.

Because the educational indicators reviewed in this chapter are many and varied, a set of them was selected to present us with the features of education in the Arab countries, especially in primary education, as data on this education are more available than other levels, in addition to being considered the base of basic education. The 13 indicators presented in this chapter were selected as a focus that summarizes the most important ones presented in this chapter, and table 16 reviews these indicators.

Table 16: Standard Reference Values for primary education indicators in the Arab countries.

Educational Indicator	Standard Reference Value		Source Of Standard Value
Compulsory Years Of Education	The target value	12 years	Declaration of Incheon - target 4 of the Education for Sustainable Development Goals 2030 (UNESCO 2016)
	The minimum value	9	
Participation Rate In Structured Learning (One Year Before The Official Primary School Enrollment Age)	The target value	75%	World value for the year 2023 (UNESCO, 2024 p. 19)
	The minimum value	55	Average of Arab countries
Gross Enrollment Rate Of Students In Primary Education	The target value	102	Average of middle countries
	The minimum value	92	Average low-income countries (World Bank Group, 2018).
Net Enrollment Rate In Primary Education	The target value	90	Average world (World Bank Group, 2023d)
	The minimum value	77	Average of Arab countries in the Quality Status Report
Gender Parity Index In Primary Education	The target value	0.97 - 1.03	Standard constant value of the indicator ((UNSD, 2022)
Education Expenditure As A Proportion Of Government Expenditure	The target value	15 – 20	Declaration of Incheon (UNESCO, 2016)
	The minimum value	12	Average of Arab League Educational, Cultural and Scientific Organization (ALECSO), 2023A)
Student Rate Per Teacher	Value is targeted	23	Average of Arab States and World average (World Bank, 2019).
Percentage Of Teachers With Training Or Educational Qualifications	The target value	84%	Average for high-income countries (UNESCO, 2020)
	The minimum value	75%	Average for low-income countries (UNESCO, 2020).
Average Number Of Students Per School	The maximum value	> 370	Average of Arab countries in the Quality Status Report.
Percentage Of Schools By Access To Electricity	Targeted value	< 73	Values for low- and high-income countries (UNESCO, 2020)
Percentage Of Schools According To Access To Clean Drinking Water	Targeted value	< 78	Values for low- and high-income countries (UNESCO, 2020) Minimum value: Not applicable in these indicators
Proportion Of Schools With Internet Access For Educational Purposes	Targeted value	< 48	
Proportion Of Schools With Computers Available For Educational Purposes	Targeted value	< 40	

The table includes:

- The standard value of each indicator, which is expected to have been achieved by the Arab countries, and these normative values are taken from several international or Arab sources.
- The minimum value of the each indicator according to the nature of the indicator itself and this minimum value is expected to be exceeded by all Arab countries at the present time at least according to the global trends of the index itself. However, indicators such as the gender parity index and the student rate index at one school are not likely to have a minimum value, where a ceiling has always been assumed.

Figure 28 shows the distribution of the Arab countries according to the achievement of the standard values of the indicators for primary education.

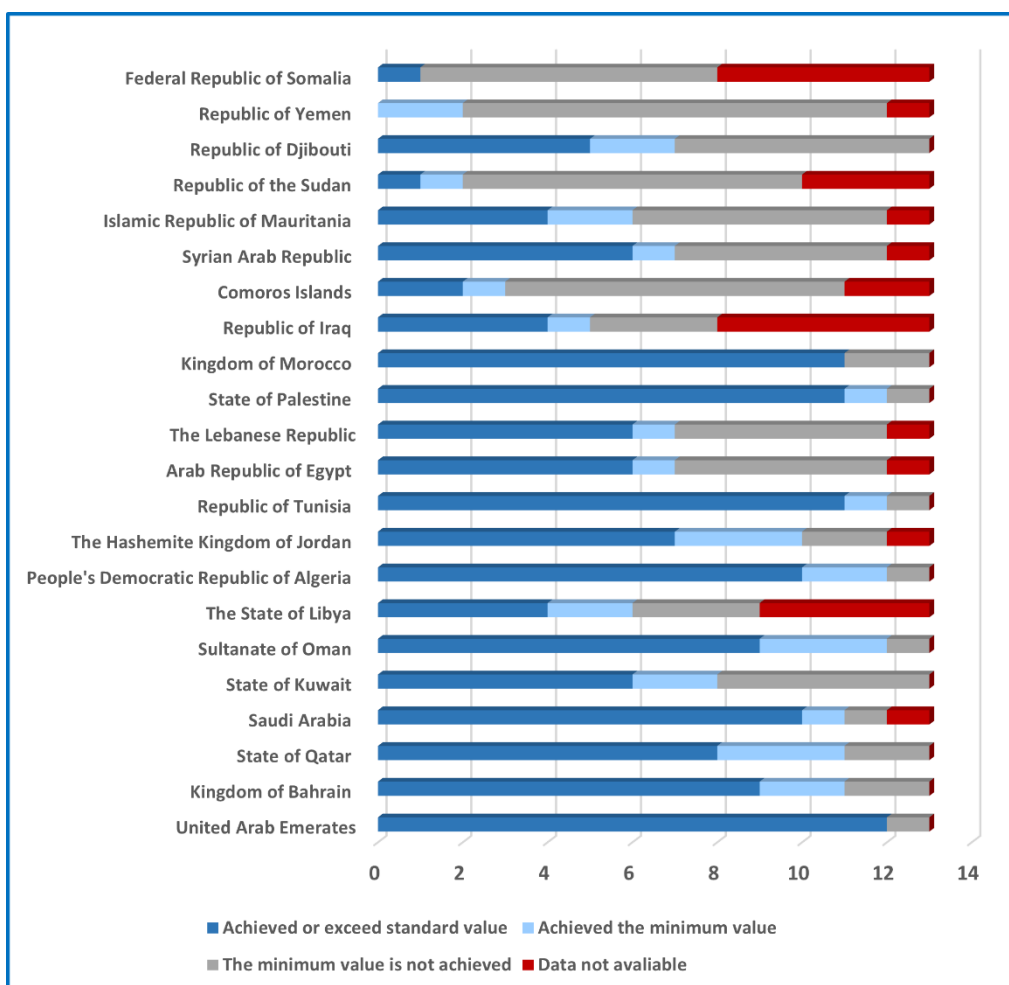


Figure 28: Arab countries according to their achievement of the standard or minimum values for a set of educational indicators in primary education

The data gap in the available indicators for a number of Arab countries, and to a greater extent in the Republic of Somalia, the Republic of Iraq and the State of Libya, is highlighted in the above figure. The existence of this discrepancy is a reminder that the general conclusion we draw in this chapter may change slightly if the missing data are available. From the above figure, it can be concluded that:

- Nine Arab countries achieved the standard values of between 50% and 85% of educational indicators.
- At least six countries lag behind their peers in reaching education indicators at least at the lowest level.

If the Arab countries may be divided according to the above figure, they can be divided into three groups:

Chapter IV

Quality of Public Education in the Arab countries



Chapter IV.

Quality of formal education in the Arab countries

Introduction:

The 2030 Sustainable Development Goals in the Incheon Declaration of the World Education Forum included a single education goal entitled "Quality Education", which adopted a clear and public orientation toward achieving quality education for all. The Incheon Declaration put the issue of quality and quality alongside the issue of quantity in achieving fair and equitable education for all, so that the good outcomes of education will be in the cognitive and applied skills possessed by learners that enable them to be productive and effective members of their communities. The previous chapter dealt with the indicators of education in the Arab countries from the perspective of the system of inputs, processes and results in order to achieve an understanding of the education systems and their findings with regard to quantitative education indicators that reflect the achievement of education for all in the Arab countries. it thus complements the above in the previous chapter. This chapter will address two key dimensions of quality; These are the dimensions of education processes and the dimension of education outcomes. This will include a set of indicators that will be addressed respectively.

1. Teaching and learning ⁽²⁴⁾

The teaching and learning processes in this part mean all actions and interactions within the classroom that lead to the learner acquiring knowledge or skills or developing values and trends. The limits of this report are limited to reviewing a set of indicators that are directly relevant to the learner and the learning processes that are expected to reflect on the quality of education in one way or another, according to scientific studies on this subject. The following elements will therefore be addressed:

- The learning hours available to the learner at the school
- The role of the teacher in the school
- Curriculum (basic subjects)
- Educational calendar and its functions.
- Financial and material resources for education
- Effectiveness of education processes.

²⁴ This report is not about revealing the process of education and education processes, which are determined by the interaction of the elements of the educational process, such as the learner, the teacher, the curriculum, the teaching strategies, the teaching environment, etc., and discovering the relationships and influences that lie beneath them in the quality of education.

1.1 Learning hours available to the learner at the school

The teaching and learning time available to the education system is an important teaching resource, and this time is estimated based on the objectives of the teaching and curriculum. International agencies estimate that the appropriate time for learning at the primary level should be between 850 and 1,000 hours per year (UNESCO, 2015). In this part, we will limit ourselves to calculating this resource in general, assuming that the hour available to the learner will itself be one of the learning elements contributing to the acquisition of the necessary knowledge and skills, albeit in varying proportions between students and between subjects. Table 17 shows the number of hours per year devoted to student learning in the Arab countries.

In this table, a distinction was made between the time available for the student to learn according to the planned study of the subjects, and the total time available to stay in school, including the time of learning in the semester. In addition, it includes the time spent by the learner on other things, such as the morning queue, the morning period for the reception of students, the dining space and communication with colleagues. As such, the school day is divided into structured learning time within curriculum plans (learning), and unstructured learning time, as shown in Table 17.

Table 17: Annual learning hours allocated to students

Arab Countries	The Ratio Of Actual Teaching Time To Total School Hours	The Number Of Hours Spent At School	Number Of Hours Spent on Learning ⁽²⁵⁾
United Arab Emirates	75%	1274	955
Kingdom of Bahrain	88%	1045	855
State of Qatar	95%	941	898
Saudi Arabia	90%	900	810
State of Kuwait	90%	900	810
Sultanate of Oman	89%	984	875
The State of Libya	85%	848	720
People's Democratic Republic of Algeria	96%	832	800
The Hashemite Kingdom of Jordan	95%	1073	1024
Republic of Tunisia	87%	1041	905
Arab Republic of Egypt	92%	1320	1218
State of Palestine	85%	990	840
Kingdom of Morocco	52%	1326	816
Republic of Iraq	Data not available	960	Data not available
Comoros Islands	Data not available		
Syrian Arab Republic	82%	963	788
Islamic Republic of Mauritania	45%	1032	460
Republic of the Sudan	Data not available		
Djibouti	Data not available		
Republic of Yemen	93%	885	826
Federal Republic of Somalia	80%	1040	832
Average of Arab countries	83%	1019	849
The global average of school hours	959 (ranging from 895 to 1023 depending on grade)		

Main source of data for the Arab States: The Arab States Data Forms for Education for 2023 (Part I: Education System and Educational policies - question IV: School time). Except: (Saudi Arabia: Ministry of Education of Saudi Arabia, 1445 A.H.) (Republic of Iraq: Official Gazette of the Republic of Iraq, 2011) and (Syrian Arab Republic: Ministry of Education of the Syrian Arab Republic, 2022).

²⁵ - The annual hours were calculated as follows: (One class time x the number of classes per day) multiplied by the number of scheduled study days as stated in the data form.

Source for the global average of school hours: International Association for the Evaluation of Educational Achievement (IEA), 2019, P: 450-451

The Arab average of learning hours in the Arab countries is 849 hours a year and these hours constitute about 83% of the hours attended by the learner in school, and these rates are close to the developed countries in general, according to the educational indicators issued by the Organization for Economic Cooperation and Development in its annual report (Education at Glance) the average number of hours per year is 805, with 1000 hours or slightly more in Australia, Colombia, Chile, Costa Rica and Denmark, while the number of hours is reduced to between 600 and 750 hours in a number of Eastern European and Baltic countries (OECD, 2023a). The International Association for the Evaluation of Educational achievement (IEA), the results of its 2019 International average of the number of hours a student spends in the classroom is 895 hours in the fourth grade and 1023 hours in the eighth grade equivalent to the second preparatory grade in the education system in the Arab countries (IEA, 2019). This average is higher than the Arab average by 146 hours per year for primary classes, and rises to 174 hours for preparatory classes.

In terms of learning hours for all stages of education, the number of hours expected to be spent in school for the Arab countries reaches an average of 12,228 hours, which is close to the estimates of the Regional Center for Quality and Excellence in its study on the development of the educational ladder structure and the school day in the Arab countries, which is equivalent to 12500 hours per year (UNESCO Regional Centre for Quality and Excellence in Education, 2020).

It is noted from the table that the annual learning hours vary significantly between the Arab States; It does not exceed 460 hours for learners in the Islamic Republic of Mauritania, while in the UAE it rises to close to 1000 hours, but exceeds this number to more than 1000 hours per year in the Hashemite Kingdom of Jordan and the Arab Republic of Egypt. The proportion of these hours from the total annual number of hours of student attendance to school varies from only 45% in the Islamic Republic of Mauritania to 52% in the Kingdom of Morocco to more than 90% in Qatar (95%), the Democratic Republic of Algeria (96%), the Hashemite Kingdom of Jordan (95%), the Arab Republic of Egypt (92%) and the Republic of Yemen (93%). Of course, the time spent by the teacher in other than the actual teaching is not included in this consideration, as is the case in adjusting the class and making sure the attendance of students and arranging the board and organizing it to start the lesson, and thus the net time allocated to teaching is less. One study by the Regional Centre for Quality and Excellence indicates that actual teaching time actually drops to 66% of the original quota time in both the Republic of Yemen and Saudi Arabia, 61% in Oman, then to 53% in the Hashemite Kingdom of Jordan and 50% in the Arab Republic of Egypt (Regional Centre for Quality and Excellence, 2020). This reflects different organizational and educational issues in each country that must be taken into account when adopting the appropriate one-course time at each level of education.

As for non-teaching hours, the Republic of Mauritania leads the rest of the countries in the proportion allocated to it (55%), followed by the Kingdom of Morocco (48%). The UAE is

followed by (25%), while other countries are only a few (10%) as in Saudi Arabia and Kuwait, and the percentage drops to (5%) in Qatar and the Hashemite Kingdom of Jordan, and to (4%) in the People's Democratic Republic of Algeria.

The context of education and the educational environment play an important role in how time available for education is invested and thus its effects on the acquisition of knowledge and skills, as well as in school success rates and reduction of repetition rates. The time available in a rural environment may be the same as in an urban environment. but the rural context may invest time more effectively than in the city because learners may be more disciplined and comply with the instructions of teachers and school management. To the extent that the system invests actual school time in meeting the needs of learners and adapting learning to their cultural and social backgrounds, it produces better results and greater effectiveness. In this case, the teacher will have an important and strategic role as the mediator between the students and the school curriculum and goals.

1. 2 The role of the teacher in school

The teacher has always been at the forefront of the reform programs in the educational community based on his active role in achieving the quality of education as the teacher is the leader and guide of teaching and learning processes. comparative studies show that countries whose students rank high in international calendar competitions have strict policies for selecting the best teachers who have graduated from universities, such as in North Korea, Finland, Singapore and Hong Kong. These countries ensure that the best teacher is selected and retained by various possible measures (Barber & Mourshed, 2007).

Many Arab countries have worked hard, as indicated in the previous chapter, to develop and apply appropriate measures to select the best human elements of education, including the selection of the right teacher for the profession, and the development of appropriate policies for promotion and professional development to ensure that teachers are kept abreast of educational changes. A number of countries have taken advanced steps toward teacher licensing, which is an important strategic step in the professionalization of education in the Arab countries, namely the United Arab Emirates, the State of Qatar, Saudi Arabia, Oman and the Arab Republic of Egypt. the Republic of Tunisia and the Kingdom of Morocco. The focus of this segment will be on discussing the teacher's quorum from teaching hours and associated auxiliary assignments. The system of teacher salaries and the process of promotion in his position as a teacher will also be addressed, which constitute a material and moral incentive for him to remain in the teaching profession, thus enabling the system to retain the best elements in the education process.

2.1. Statutory teaching hours:

The weekly statutory teaching hours has a direct impact on the performance of the teacher and the time available outside this quorum contributes to enhancing the teacher's ability to enrich the course and the content of the course and support it with the necessary activities. Statutory teaching hours is defined as " the scheduled number of 60 minute sessions per year that a full-time teacher teaches a group or class of students in public educational institutions, as set by policy " (OECD, 2015). Hours may vary between stages of education or according to the teaching subjects oriented by the educational system and the context it deems appropriate for the conduct of educational processes in schools. Such information was requested from Arab countries in the public education data form, and 16 Arab countries responded in submitting these data. This statutory teaching hours was calculated for one hour in accordance with the above definition, and also to avoid the difference between States resulting from the difference in the duration of one lesson⁽²⁶⁾, and was compared to the official working time; It is equal to " refers to the number of hours that a full-time teacher is expected to work as set by policy. It does not include paid overtime. Depending on a country's formal policy, " (OECD, 2015). Table 18 shows the number of annual hours spent by teachers in the Arab countries in classroom teaching in primary and lower secondary education.

²⁶ – The unit of teacher statutory hours in the Arab countries ranges between 40 minutes and 60 minutes, which is the time of one lesson. In order to facilitate the calculation of this quorum in one year, the weekly quorum was multiplied by the number of weeks in each country in the education system, which in this case equals the number of school days in the country divided by 5 days per week.

Table 18: Statutory teaching hours per year for teachers in Arab countries by level of education

The State	The official hours the teacher attends the school in the year	Number of statutory teaching hours (teacher quorum) per year	
		Primary stage	Preparatory stage
United Arab Emirates	1456	756	900
Kingdom of Bahrain	1330	836	836
State of Qatar	1368	476	476
Saudi Arabia	1440	864	864
State of Kuwait	1260	540	576
Sultanate of Oman	1148	693	693
The State of Libya	960	496	496
People's Democratic Republic of Algeria	1280	1024	704
The Hashemite Kingdom of Jordan	1365	858	858
Republic of Tunisia	1448	648	648
Arab Republic of Egypt	1624	984	656
State of Palestine	1260	900	900
Kingdom of Morocco	1632	1230	984
Republic of Iraq	Data is not available		
Comoros Islands	Data is not available		
Syrian Arab Republic	1050	665	665
Islamic Republic of Mauritania	1032	1020	748
Republic of Sudan	Data not available		
Djibouti	Data not available		
Republic of Yemen	1416	936	864
Federal Republic of Somalia		Data not available	
Average of Arab countries	1317	808	742

Source of data: Arab States form in General Education (Part I: Education System and Educational policies – question 12: Teacher quota of classes)

The general trend in the Arab countries with regard to teacher quotas from teaching hours tends to distinguish a teacher in the primary level with a quorum equal to or greater than that of the preparatory stage. On average, teachers spend 808 hours in primary school each year, and these hours in junior high school fall to 742 hours per year out of 1317 hours of official attendance, which is 61% of the total number of official teacher hours in primary school and 56% in junior high school. In Switzerland, which is among the countries with high working hours for teachers, teachers spend about 788 hours per year at the primary level. the average annual hours of teacher work in Britain are estimated at 900 hours per year and 855 hours in Scotland (Seith, 2025). In the Organization for Economic Co-operation and Development (OECD) countries, teachers must spend 773 hours in public schools at the primary level, 706 hours at the preparatory and secondary levels (general programs), and 679 hours at the upper secondary level (OECD, 2024).

Figure 29 also shows the teacher's statutory teaching hours per year as a proportion of the official school attendance hours. Formal working time refers to time directly associated with teaching and other hours allocated for teaching-related tasks, such as preparing lessons, advising students, correcting assignments and tests, as well as professional development requirements available to the teacher, parent meetings, faculty meetings, and general school assignments. This division between the teaching hours and the teacher's tasks seems to vary from country to country as shown in Figure 29.

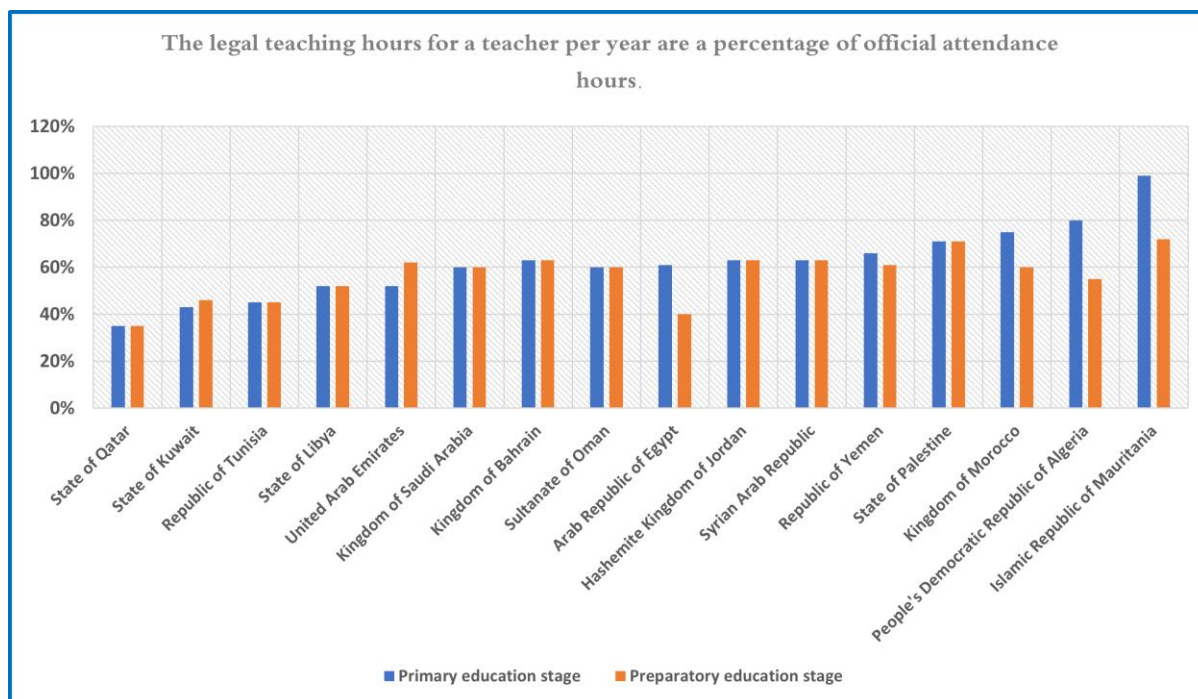


Figure 29: Percentage of the teacher's statutory hours per year of official school attendance

It is noted from the previous figure that there is time allocated to the teacher to perform tasks other than teaching, which varies between the Arab countries. Explaining and interpreting these differences between countries requires linking these data to the level of income of these countries and the financial possibilities available in each education system, since the proportion of the legal teacher in teaching is directly reflected in the number of teachers required to teach in each system and, as a result, in the salaries paid to them. The Arab countries are divided according to the proportion allocated to the quotas of official working hours into:

A group of countries that devote less than 60% of their primary education as a quorum of classes, saving about 40% of the teacher's time for other educational preparations and professional development. They are: The State of Qatar, the State of Kuwait, the Republic of Tunisia, the State of Libya and the United Arab Emirates. According to the World Bank, Tunisia is a middle-income country, while the rest of the countries are considered high-income countries, which enables it to reduce the statutory teaching hours and increase teachers. These countries allocate a high percentage of GDP to education spending ranging from 3.2% in Qatar to more than 6% in Kuwait and Libya (see previous chapter).

The group of countries that allocate between 60 and less than 70% of the quota for teachers: These countries are Saudi Arabia, the Kingdom of Bahrain, the Sultanate of Oman, the Arab Republic of Egypt, and the Hashemite Kingdom of Jordan, the Syrian Arab Republic, the Republic of Yemen. The top five countries are ranked by the World Bank as high-income countries and at the same time are high-human development countries, while the Republic of

Yemen is considered low-income countries. In this case, part of the explanation for these differences may lie in their correlation with the level of salaries paid to teachers in these countries and thus the system's ability to provide adequate time for teachers outside the quorum for various professional positions. The ratios assigned by the group of these countries can generally be considered appropriate for teachers to achieve a balance between teaching assignments and other additional tasks.

The group of countries that allocate more than 70% to the teacher quota: These countries are the State of Palestine, the Kingdom of Morocco, the People's Democratic Republic of Algeria, and the Islamic Republic of Mauritania. Mauritania leads these countries, allocating 99% of the legal time to teaching at the primary level and 72% of it at the preparatory level. In other countries, the quorum ranges from 71% in the State of Palestine for the primary and preparatory stages, to 80% in the People's Democratic Republic of Algeria for science at the primary level, but drops to 55% in the preparatory stage. Educational systems, as we note here, have different considerations in determining the statutory teaching hours, as it is expected that the difference between the statutory teaching hours at the primary and the preparatory stages will be due to the curriculum and its complexities in later stages, which may require additional time for the teacher. The primary education system that apply classroom teacher system may also have an adjunct to the primary teacher, being with the student throughout or most of the school day, thus helping him to organize his time more effectively.

1. 2.2. Teacher salaries and ladder of promotion:

Teachers' salaries are often the single largest cost in formal education in most countries, and are therefore an important variable that decision makers consider with attention when estimating teachers' salaries, and when deciding on the ladder of promotion in the job and the related increase in these salaries, even a small one. the state budget is very expensive.

Salaries of teachers vary significantly between Arab countries, depending on the available financial resources and the proportion of the total public expenditures allocated by these countries to education. The salary scale may be linked to teacher qualification levels or years of experience, and teachers' salaries may vary by subject. Data from the Arab countries on the career ladder of the teacher were collected according to three types of data ⁽²⁷⁾ i.e., the following):

²⁷ – Data on this aspect have been collected from a few Arab countries, and those States that have completed this question have not completed all the elements, especially with regard to the annual salary of teachers. The missing data was consulted from sources available on the web sites, with confirmation of the validity of the data from more than one site.

- **The extent to which the teacher's annual salary is related to the teachers' job grades**

Based on the results obtained, we conclude that the educational system in these countries has instituted a periodic annual allowance to which all teachers are entitled during their work in the teaching profession, as are all civil servants. However, the teacher ' s career ladder includes a clear link between the grades and their designations (the teacher ' s grades) and the salary value, as well as the promotion from one grade to another. The salary scale is employed in the mechanisms of teacher promotion in job titles that highlight their inclusion in the teaching profession, meaning that the teacher may be graded in the salary scale annually in ascending grades during his years of experience, but may be granted a higher job title during this upward gradient. this may also be linked to specific requirements and conditions in professional development, training and exchange of experience. Therefore, years of experience, along with the level of qualification and development, are key factors here in the promotion of the teacher in the career ladder. Teachers' job titles vary among Arab countries, with only three job titles approved by some countries; As in the State of Qatar and the Kingdom of Morocco, four as in Saudi Arabia, or more as we see in Table 19.

Table 19: Job titles (ranks) according to job gradient in the Arab countries

The State	Job titles (ranks) of teachers	Type of approach applied
United Arab Emirates	Data not available	
Kingdom of Bahrain	Trainee teacher - Certified teacher 1 - Certified teacher 2 - Professional teacher - first teacher	Administrative and professional
State of Qatar	First level teacher - second level teacher - third level teacher	Financial Accounting + Professional approach
Saudi Arabia	Assistant Teacher - Practitioner Teacher - Advanced Teacher - Expert Teacher	Professional
State of Kuwait	Teacher E - Teacher D - Teacher H - Teacher B - Teacher B - Specialist B - Specialist B - Specialist A.	Financial Accounting + Professional approach
Sultanate of Oman	New Teacher - Practitioner Teacher - Advanced Teacher - Specialist Teacher - Expert Teacher	Professional
The State of Libya	Data not available	
Republic of Algeria	Basic Professor - Principal Professor - Component Professor - Inspector - Assistant Director	Administrative
Republic of Tunisia	First teacher -- elementary school teacher -- professor above grade -- teacher above grade -- distinguished professor -- first teacher -- distinguished first teacher -- distinguished professor	Administrative - professional
Arab Republic of Egypt	Assistant teacher - teacher - first teacher - expert teacher - senior teacher	Management + professional approach
The Lebanese Republic	Data not available	
State of Palestine	Fifth - fourth - third - second - first - D2 - D1	An accounting financial approach
Kingdom of Morocco	Second Class - first Class - excellent Class	An accounting financial approach
The Iraqi Republic	Data not available	
Comoros Islands	Data not available	
Syrian Arab Republic	Data not available	
The Mauritanian Republic	Assistant teacher - teacher - head teacher - assistant professor - professor	Management approach
Republic of the Sudan	Data not available	
Republic of Djibouti	Data not available	
Republic of Yemen	Teacher educator - class teacher - subject teacher - first teacher - guide	Management approach
Federal Republic of Somalia	Data not available	

Source of data: Arab States form in General Education (Part I: Education System and Educational policies - question 11: Career ladder for teachers).

It turns out that the job titles of the teacher follow different approaches, which are summarized in three categories:

- **The financial and accounting approach where** job titles are in the form of numerical or verbal codes that express a difference at the financial or accounting level such as "first level - second level", "Teacher (a) and Teacher (b)" or "first and second degree".
- **The administrative approach where** the labels come with an organizational administrative connotation related to the tasks of the teacher such as an assistant teacher, and a first teacher.
- **The professional approach, where** labels with professional meanings are used such as practicing teacher, advanced teacher and expert teacher.

It can be seen that there are States that have combined two approaches in an effort to highlight the professional aspect of the teacher 's job title. In general, it can be said that the professional image of the teacher stands out in a large group of Arab countries, but the administrative approach also appears in some systems where the administrative aspect of the job title of the teacher is a vision that attempts to divide the tasks of the teacher between a teacher in the class and a teacher who performs the tasks of supervision, guidance or assistance. As for the financial approach, it retains the traditional view of the salary scale and wages, which starts from grade 1 or the minimum and then rises in the ladder to a predetermined degree, when we say a degree teacher (a) or a second degree teacher, the first impression will go to the level of salary received by the teacher under this label. As for the professional approach, despite the diversity of professional designations, it does not reflect clear conceptual boundaries for distinguishing between one title and another; Such as "advanced teacher", "expert teacher", "specialist teacher", and other designations.

▪ **Requirements for promotion in the career ladder from one grade to another**

When we turn to the requirements for promotion in the grades, it will become clear that the Arab countries see the job of teacher more professionally, as table 20 presents these requirements in a number of Arab countries.

Table 20: Promotion requirements for teachers' career in the Arab countries

The State	Years of previous experience	Teacher's license	Tests	Professional development	Others
United Arab Emirates	√	√	√		
Kingdom of Bahrain	√		√	√	
State of Qatar	√	√		√	Evaluation of performance
Saudi Arabia	√	√	√	√	
State of Kuwait	√	√	√	√	
Sultanate of Oman		√		√	
The State of Libya	Data not available				
Republic of Algeria	√		√		
The Hashemite Kingdom of Jordan	Data not available				
Republic of Tunisia	Data not available				
Arab Republic of Egypt	√		√	√	Efficiency report
The Lebanese Republic	Data not available				
State of Palestine	√				Annual performance report
Kingdom of Morocco	√				Professional competence
Republic of Iraq	Data not available				
Comoros Islands	Data not available				
Syrian Arab Republic	Data not available				
Islamic Republic of Mauritania	Data not available				
Republic of the Sudan	Data not available				
Republic of Djibouti	Data not available				
Republic of Yemen	√			√	
Federal Republic of Somalia	Data not available				

Source of data: Arab States form in General Education (Part I: Education System and Educational policies - question 11: Career ladder for teachers)

The above table shows that Arab countries recognize the teacher's years of experience as a critical factor in the promotion to a higher degree, which is a very logical condition and is also a condition for the promotion requirements in the salary scale. The table also shows that teacher completion of professional development requirements is not required in all countries. This requirement, if it exists, requires the education system to have explicit policies, clear measures and an appropriate environment for the teacher to be able to complete these requirements. As for the educational license, it is recently applied in the GCC countries, and the teacher license system allows the creation of an integrated educational and professional environment for the system that includes all professional and administrative procedures in the appointment, promotion and evaluation of the performance of the teacher, and provides the educational systems with an appropriate platform for the initiation of the policy of the professionalization of education and teachers.

▪ **The minimum annual salary for each job title:**

Given the wide variation in teacher's annual salary levels, as well as the fact that they come in the local currency of the state, comparing and drawing a clear direction for the salary system in Arab countries becomes difficult. To avoid these differences and to facilitate the analysis, the salary scale of teachers was considered in three circles: Starting salaries in recruitment, salaries after 10 to 15 years when the teacher is in the middle of the career, and salaries when the teacher is near the end of service. Accordingly, the following calculations were made for the purpose of comparison:

- The salary at the beginning of the teacher's base year appointment is equal to either one valid or 100.
- The salary paid to the teacher in the second cycle (after 10 – 15 years of service) as a percentage of the base salary.
- The salary paid to the teacher in the third cycle (after 20 - 25 years) as also a percentage of the base salary.

Figure 30 shows a summary of the distribution of teacher salary levels in the light of this division.

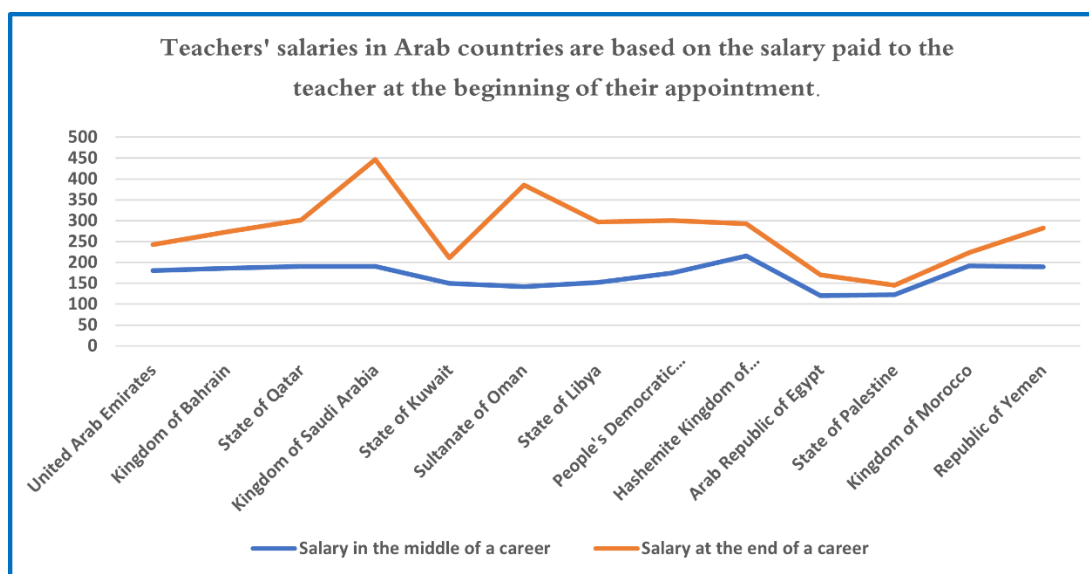


Figure 30: The evolution of teacher salaries in the Arab countries relative to the salary paid at the beginning of the appointment

The above figure shows the general trend in the salaries of teachers in the Arab countries during their career in education and reflects the trend of the financial value of salaries at each stage of apprenticeship. It is clear that the disparity between Arab countries seems greater at the end of a teacher's career than at the middle. Countries take a different approach to the progress of teachers' salaries after the teacher has spent the middle of his career in education, noting that in Saudi Arabia, what a teacher earns after the middle of his career is two and a half times what he earned before this period (see also Appendix 4). This trend in salaries will motivate teachers with long experience in education to remain in the profession. The difference is also seen as an incentive to continue in the education profession in Oman, where a teacher's earnings after mid-career are 2.3 times higher than before. The difference gradually decreases to one and a half times and a quarter in the Democratic Republic of Algeria and the State of Libya respectively, followed by Qatar, where the difference between the first and the second cycle of professional life decreases to only once and 10%. The difference is minimal in both the State of Palestine and the Kingdom of Morocco. A teacher in the State of Palestine receives a 23% increase in his salary at the middle of his career, and then this increases by only 22% to approximately one and a half times his salary at the start of his career. In the Kingdom of Morocco, a teacher's salary at mid-career is up 92%, which is more motivated to teach at this time in his career, but the increase is slowing to just one-quarter of his annual salary at the beginning of his career.

The point of this analysis is to identify different perspectives on the importance of different policies to motivate teachers to remain in the profession from the beginning of their

appointment, and to retain teachers with long experience in education. one of the incentives for this must be the increase in the salaries of these teachers at reasonable levels that motivate them to give and attract them at various stages of their careers, as well as the stimulation of teachers in the youth category who will be driven to the profession by the logic of the experiences of those who preceded them.

1. 3 the school curriculum

Curriculum is a short term that expresses the objectives of education that are reflected in the basic competencies of the subjects, the academic content, the teaching methods and the classroom and non-classroom activities related to the subject. Curricula are an essential dimension of quality, not from the perspective of the subjects they offer to students, but also from the perspective of keeping up with what is new, and the different methods they adopt, taking into account the diversity of learners and their different needs. The 2030 Agenda for Sustainable Development emphasized looking in depth at the various dimensions of education quality, including core competencies and their cognitive, skill and emotional components, teaching and learning strategies and educational evaluation systems. Therefore, it is necessary to consider the system of curricula adopted in the Arab countries and the extent to which the competencies that target them relate to the requirements of the present era. Several elements will be considered in this section; These are the subjects in basic education (primary and lower secondary), the school time available for learning these subjects, and educational activities.

1. 3.1. Learning calendar:

Learning calendar reflects one aspect of the curriculum, and answer part of the most important question (what do students learn in school?). Table 21 shows the share of primary and lower secondary school subjects in the weekly study plan in the Arab States.

Table 21: Assigned hours of subjects (%) in primary and preparatory levels in the Arab countries.

The states	Religious Education	Arabic Language	English Language	other languages	Mathematics	Science	Social sciences	Information Technology	Sports Education - The Arts Of Citizenship Education And Other Materials	total
United Emirates	9.7	16.1	16.1	3.2	22.6	16.1	6.5	6.5	3.2	35
Bahrain	7.4	22.2	18.5	0	22.2	11.2	7.4	7.4	3.7	32
Qatar	12.9	22.6	16	0	19.4	12.9	6.5	6.5	3.2	34
Saudi Arabia	18.5	22.2	11.1	0	22.2	11.1	7.5	3.7	3.7	32
Kuwait	7.7	27	19.2	0	19.2	11.6	7.7	3.8	3.8	31
Oman	12.8	20.5	20.5	0	15.4	15.4	7.7	5.1	2.6	40
Libya	12.5	20.8	16.7	0	20.8	16.7	0	8.3	4.2	25
Algeria	6.3	31.2	9.4	18.8	15.6	9.4	6.3	0	3	33
Jordan	11.1	26	14.8	0	18.5	14.8	7.4	3.7	3.7	32
f Tunisia	5	30	5	20	20	5	5	5	5	24
Egypt	6.7	30	13.3	0	23.3	10	6.7	3.3	6.7	38
Lebanon	Data not available									
Palestine	14.2	28.6	14.2	0	18	14.2	3.6	3.6	3.6	33
Morocco	10.6	25	17.9	10.7	17.9	10.7	3.6	0	3.6	29
Iraq	Data not available									
Comoros	Data not available									
Syria	7.8	23.1	11.5	3.8	15.4	15.4	11.5	3.8	7.7	33
Mauritania	12.5	29.2	0	20.8	20.8	8.3	4.2	0	4.2	26
Sudan	Data not available									
Djibouti	Data not available									
Yemen	24.1	27.6	7	0	20.7	10.3	6.9	0	3.4	33
Somalia	7.9	15.8	15.8	18.4	13.2	13.2	10.5	2.6	2.6	38

Source: Data form for Arab States in General Education - question five: School plans.

The table above shows that:

- The share of Islamic education ranges from 5% in the Republic of Tunisia to a maximum of 24.1% in the Republic of Yemen.
- Arabic language learning hours are the highest in most Arab countries and reach the lowest at 16.1% in the UAE and the highest at 31.2% in the People's Democratic Republic of Algeria.

- Language teaching includes English, and this percentage is the lowest in Tunisia (5%), where a proportion of the classes are devoted to teaching French (20%). Weekly study plans also include the teaching of national languages, as is the case in a number of Arab countries in North Africa. In the United Arab Emirates, languages other than English, such as Chinese, are taught, and Russian and French are taught in the Syrian Arab Republic.
- Mathematics comes in second place in terms of hours allocated to it in most Arab countries, with the lowest reaching 15.4 % in Oman and the Syrian Arab Republic, and the highest reaching 23.3% in the Arab Republic of Egypt.
- The share of science varies among Arab countries, reaching the lowest 5% in the Republic of Tunisia, and the highest 16.7.1% and 16.1% in Libya and the United Arab Emirates respectively.
- Information technology is taught in the Arab countries and expresses the development of study plans to meet the requirements of modern technology and technology. It is 2.6% in the Federal Republic of Somalia and 8.3% in Libya.
- Social subjects consider a variety of subjects such as history, geography, citizenship, etc. their flexible nature helps to diversify. Countries allocate between 3.6% in both the State of Palestine and the Kingdom of Morocco, and 11.5% in Syria.
- Classes are also allocated to subjects related to sports education, arts, music, citizenship education and other subjects, all of which are between 2.6% in Oman and 7.7% in the Syrian Arab Republic.

From all the above, it is noted that the study plans in all the Arab countries follow one course that divides the curriculum into separate study subjects and have known knowledge and skill limits, and then their own classes, teachers and teaching methods. With the exception of information technology, which can be considered an aspect of the present era, nothing has been included in the study plans or subjects to reflect the nature and developments of this century. The educational world's view of education in the twenty-first century has expanded and its objectives have branched out, and a new era of scientific innovations such as artificial intelligence, robotics, the Internet of things, and three-dimensional printing has come, as the world today stresses the importance of teaching ethics, values and shared responsibilities in the concepts of universality. All these developments necessitate the transformation of education goals and curricula to different contents and perspectives, which, as a result, requires the formulation of new theoretical and practical frameworks for curricula necessary for a successful life and a healthy society⁽²⁸⁾.

²⁸ It should be noted that there are a number of distinctive initiatives in the GCC countries that seek to keep the curriculum up to the requirements of the current era and the expectations of the future, such as the launch of a special platform (Alex), the Matefek Platform (MATEFIC) in the United Arab Emirates aims to achieve excellence in mathematics and scientific intelligence for children at an early age; The Ministry of Education in the Kingdom of Bahrain has also launched new textbooks focusing on artificial intelligence, innovation and the digital economy in order to raise the skills of students in line with the requirements of the new market, and push them to actively think and innovate creative technical solutions. In Saudi Arabia, the curriculum has been developed by

3. 2 Basic subjects of Education (Arabic, Languages, Mathematics and Science):

The following is a breakdown of the hours devoted to teaching Arabic, languages, mathematics and science subjects. Table 22 shows the number of hours devoted to teaching these subjects.

Table 22: Assigned hours allocated for teaching in Arabic, English, Mathematics and Science subjects in the Arab countries.

The states	Arabic language			The English Language			Mathematics and science		
	Lower classes	Upper classes	Preparatory stage	Lower classes	Upper classes	Preparatory stage	Lower classes	Upper classes	Preparatory stage
United Emirates	162	135	135	162	162	162	270	297	378
Bahrain	171	171	171	143	143	143	257	257	285
Qatar	230	153	128	128	128	128	255	230	230
Saudi Arabia	189	135	135	81	81	108	243	270	243
Kuwait	243	189	162	108	108	162	189	189	243
Oman	220	154	154	154	110	110	198	264	330
Libya	140	93	93	70	93	93	186	186	232
Algeria	264	264	120	120	120	192	192	192	192
Jordan	205	205	176	117	117	146	234	234	292
Tunisia	252	216	144	108	324	72	216	216	216
Egypt	308	246	246	123	123	154	246	308	308
Palestine	240	168	168	72	96	96	216	216	240
Morocco	369	246	164	205	246	164	287	287	369
Syria	210	158	105	110	110	110	184	210	210
Mauritania	181	143	113	113	113	113	142	149	227
Yemen	210	126	189	0	105	0	147	210	189
Somalia	168	168	168	168	168	140	140	140	308
Average	221	175	151	122	127	122	211	227	261
Guide of shading	271 hours - 370 hours			Less than 180			181 hours - 270 hours		

Source of data for Arab States: Arab States Data form for General Education (Part I: Education system and educational policies - question five: School plans)

incorporating artificial intelligence and encouraging extracurricular enrichment activity that will enhance students' understanding of AI concepts and how to apply them. The State of Kuwait, Oman and Qatar have also striven to include the curricula of information technology, robotics and artificial intelligence in their study plans and encourage students to participate in international competitions in this field (Arab Bureau of Education for the Gulf States, 2025).

Mother tongue (Arabic)

Standard Arabic is the official language of instruction in Arab countries in both public and private schools. It is the most widely spoken mother tongue in all Arab countries. Because of the clear differences between Standard Arabic and the local dialects in the Arab countries, learning the skills of Classical Arabic (reading, speaking and writing), which is not the primary language of speech for all children, requires a double effort by teachers in the kindergarten and primary grades to ensure an adequate output of Classical Arabic. Due to the diversity of nationalities and cultures in a number of Arab countries whose inhabitants speak a language other than Arabic, these countries have committed themselves to using other national languages according to the cultural and national diversity of their societies (e.g. Amazigh in Algeria, Kurdish in Iraq).

The above table (No. 22) shows that most Arab countries devote more weight in the lower grades of primary education to teaching Arabic, with the average number of hours for the Arab States combined being 221 hours per year, and the Kingdom of Morocco and the Arab Republic of Egypt lead the Arab States in the number of hours allocated for this purpose. each is allocated 369 and 308 hours, respectively. However, this trend is changing in the upper grades of primary education, where the average number of hours per year for the Arab States drops to 175 hours per year, or about 46 hours per year. The Algerian Republic maintains the lead in the number of hours allocated to teaching Arabic with a rate of 264 hours, and another 72 hours are allocated to teaching the Amazigh language, while four other Arab States allocate at least 200 hours per year, namely the Kingdom of Morocco and the Arab Republic of Egypt (246 hours each), the Republic of Tunisia (216 hours) and the Hashemite Kingdom of Jordan (205). Morocco devotes an additional 123 hours at the primary level and 82 hours at the preparatory level to teaching the Amazigh language. It is noted that the weight of the Arabic language in the preparatory stage begins to decline clearly in most Arab countries except the Arab Republic of Egypt, which leads the Arab countries with a total of up to 246 hours and by a amount that exceeds the general average of the Arab countries. In addition to Arabic language teaching hours, the Republic of Somalia devotes 196 hours of Somali language instruction in the lower grades of primary school, 168 hours in its upper classes and the same in the lower secondary level.

The efficiency of using this time allocated for teaching Arabic depends on the competence of teachers in teaching this subject, and on the nature of the applied curriculum and teaching methods. The method of teaching the Arabic language is very important in the acquisition of students the necessary competence to use the mother tongue in various aspects of life, and is considered a bridge to qualify them to acquire knowledge and skills in other subjects. UNESCO has therefore emphasized the minimum reading proficiency index as one of the indicators to be measured in the fourth SDG. These indicators will be linked when addressing indicators on education outcomes.

Foreign languages

Education curricula in the Arab countries determine the teaching of foreign languages (English, French or other) as a second language and sometimes an optional language in teaching subjects at all levels of education. Learning a second language works to expand and diversify the culture of the community, contributing to communication with different cultures and enhancing the openness of the individual to others. The educational system is therefore expected to provide students with opportunities to learn languages. English is the second language of instruction in most Arab countries except Morocco and Tunisia, where French is taught as a second language instead of English. The Arab countries devote between 4 and 4.5 hours a week to studying English or French in basic education. This is higher than the average in OECD countries where students aged 15 spend about 3.6 hours a week studying foreign languages (OECD, 2020).

From the table (No. 22), the overall average for the Arab countries is 123 hours and 137 hours per year in the first and second cycles of primary school, respectively, and 132 hours in the preparatory stage. The same table also shows that in the Kingdom of Morocco, the teaching of foreign languages has a maximum weight of 246 hours per year for the second cycle of primary education and a maximum of 164 hours per year in the preparatory stage, where French is taught. In general, the teaching of foreign languages ranks lower in terms of the number of hours devoted to teaching than the teaching of mathematics and science, which comes first, while the teaching of Arabic appears to be ranked intermediate.

Mathematics and science

Mathematics and science are an essential input into training and education programs because these subjects provide learners with the basic knowledge, skills and competencies in analysis, conclusion, problem solving and forecasting and other competencies they need to deal with the requirements of the current era and prepare them to be able to cope and adapt to the demands of the labor market and meet the challenges. they must be active members of their communities at various levels. The first SDG text draws the world 's attention to the importance of mastering mathematics by stating the importance of monitoring the proportion of children and young people in the second/third grade; At the end of the primary stage; At the end of the first stage of secondary education (lower secondary), they achieve at least the minimum level of proficiency in reading and mathematics, as primary and basic indicators of quality education (United Nations, 2015).

It is noted from the table (No. 22) that mathematics and science are ahead in the number of hours compared to what is allocated to other subjects in all lower and upper grades of primary and middle school in the majority of Arab countries. The overall average for the Arab countries in the lower grades is 211 hours per year, then rises to 227 in the upper grades of primary school. This average is the same as the international average, according to the results of the 2023 TIMSS International Assessment for Grade four in Mathematics and Science. In middle

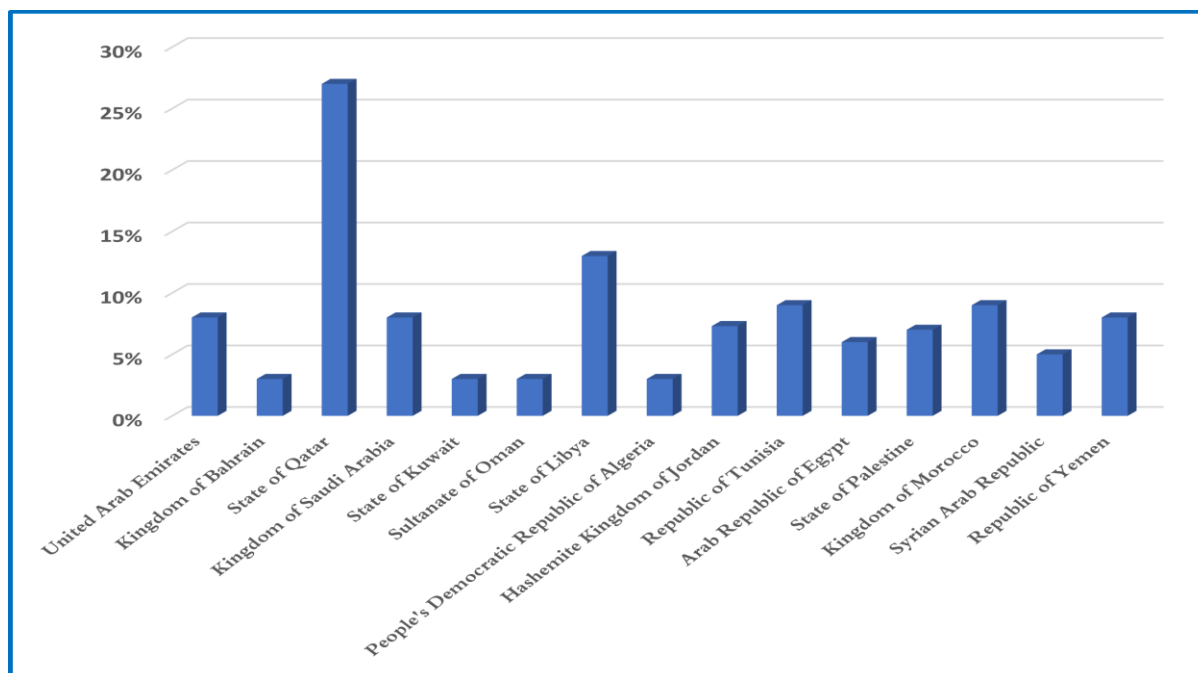
school, the average time in Arab countries was 261 hours per year, a rate only 13 hours lower than the international average of 274 (International Association for the Evaluation of Educational Achievement IEA, 2023a, p 450 - 451 & p 468, 469.).

The Kingdom of Morocco assigns the highest number of hours to these subjects, where students attend 287 hours a year at the primary level and 369 hours a year at the preparatory stage, followed by the United Arab Emirates, whose students attend 270 and 297 hours in the first and second cycle of primary school respectively. it then goes up to 378 hours in the preparatory stage. The hours attended by the learner in Oman as they progress in the seminars increase from 198 hours in the lower grades to 264 hours in the upper grades from primary to 330 hours in the preparatory stage. The Arab Republic of Egypt allocates an average of 246 hours in the first cycle of primary education, but it rises to 308 hours in the second cycle and then settles in the preparatory stage. The weight given to mathematics and science is clearly lower in the Syrian Arab Republic, the Islamic Republic of Mauritania, the Republic of Yemen and the Republic of Somalia in the lower grades of primary education, but this weight is significantly higher in the upper and lower grades.

Mathematics and science subjects are considered a source of contemporary science and a source of future skills, depending of course on the extent to which the curriculum provided to students in these subjects keeps pace with the variables of the modern era. It is noteworthy that the Arab States have placed important weight on these subjects in the curriculum in all the basic grades, but the element of time remains one source, which requires that different variables related to the teacher, the supporting materials, the laboratories available in the school and the accompanying activities that enrich the curriculum are also considered.

1. 3.3. Educational activities:

Activities are an integral part of the curriculum components, which are structured and structured learning experiences to enrich educational content, promote learning processes and engage learners (either optional or compulsory). Educational systems decide part of the learning time for extracurricular activities that contribute to the development of learners' knowledge and skills, develop their own and social abilities, and reinforce their positive attitudes toward learning and behaviors toward others. Extra-curricular activities include multiple areas such as sports clubs, art clubs, hobbies, community service for volunteering, and others that enrich the curriculum and help the learner connect what they learn to life and reality. Figure 31 shows the proportion of hours spent on educational activities per year in the number of hours a student attends school.



Data source: Arab States Data form for General Education – Part I:

Education System and Educational policies – question 7: Educational

Figure 31: The proportion of hours allocated to educational activities in the Arab countries as percent of total hours attended by the student in school

The above figure shows the disparity in the rates allocated to educational activities in the Arab countries. Qatar is the only Arab country that allocates more than a quarter of the time available to students for these activities. The People's Democratic Republic of Algeria is the country that allocates the lowest percentage of educational activities, with only 3% of the total hours attended by the learner per year. Other percentages vary from 5% in the Syrian Arab Republic to 13% in Libya. The following table (No. 23) shows that this disparity also occurs at the grade level in each country.

Table 23: Hours per year assigned for educational activities

The states	Primary stage		Preparatory stage	Type of activities
	Lower classes	Upper classes		
United Arab Emirates	72	108	108	Physical and sports activities, arts and culture
Bahrain	0	0	76	Practical activities in the Science Laboratory
Qatar	238	272	238	Learning Resource Centers, Laboratories, excursions, volunteering,
Saudi Arabia	108	72	36	Diverse in all areas
Kuwait	36	36	0	
Oman	33	33	33	Activities related to the curriculum in different fields
Libya	124	93	93	Sports and office skills, educational and cultural competitions
Algeria	0	0	64	
Jordan	0	78	78	
Tunisia	72	72	144	Cultural, artistic and skills development
Egypt	82	82	82	Scientific shows, scientific and recreational trips, sports activities
Lebanon	Data not available			
Palestine	36	108	72	Sports education and arts and crafts
Morocco	123	123	123	It includes multiple activities, citizenship, media, competitions and clubs
Iraq	Data not available			
Comoros	Data not available			
Syria	70	70	0	
Mauritania	Data not available			
Sudan	Data not available			
Djibouti	Data not available			
Yemen	72	72	72	
Somalia	0	0	0	Sports activities

Source: Arab States form in General Education - Part I: Education System and Educational policies: Question 7: Educational activities.

The disparity is reflected at the level of each country in the hours allocated to both the lower and upper grades of primary and lower secondary education. There are countries that give more weight to activities in the lower grades, namely Libya (124 hours) and Saudi Arabia (108

hours), and then drop in the later grades to 93 hours in Libya. then gradually to 72 hours in upper grades of primary education and to 38 hours in middle school in Saudi Arabia.

In other States, the opposite is the case, with lower secondary grades being higher than primary school grades; It is also happening in the Kingdom of Bahrain, the United Arab Emirates, the Republic of Tunisia and the Republic of Algeria. The rest of the countries adopt fixed hours for all classes, as is the case in Kuwait, Oman, the Arab Republic of Egypt, the Syrian Republic, the Kingdom of Morocco and the Republic of Yemen.

From all the above, the result is evident in the absence of a clear policy in the Arab countries on the hours allocated to educational activities, as is applied in the case of hours allocated to study materials (previous part). It can be concluded that educational activities are included in the plan as an educational custom in schools so that the student has time to engage in various activities that nourish his knowledge and hone his skills. This can be seen from the type of activities proposed to students in each country, which do not differ from one country to another, and the forms received do not specify any different or specific objectives for such activities. with a slight exception in the Kingdom of Morocco, which in the section on the type of extra-curricular activities set out the objectives of these activities, and in the areas of activities in terms of diversity, the implementation of a specific strategy for educational activities. Educational activities play an important role in educational achievement, as they enhance many learning skills and develop many positive values and attitudes that cannot be developed during classes. It is therefore an integral part of the education process and the nature of the activities available to students allows them to meet the characteristics of diversity among students because it includes different cultural, social, sports and artistic experiences. Teacher and school attitudes and possibilities play a major role in how these activities are managed so that they can achieve multiple educational goals and contribute to raising the efficiency of education.

3.4. Teaching Global Citizenship, values of Peace and Security, and Human Rights:

The concept of global citizenship is based on the individual's attachment to, positive contribution to, and impact on, society at the regional, national, and local levels. Under the umbrella of this global target, Sustainable Development goal 4 -7 emphasized "ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development." One indicator that the 2030 Agenda for Sustainable Development brought to the attention of the educational world is the extent to which global citizenship education and education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in national education policies, curricula, teacher training and student evaluation. This indicator draws attention to fundamental principles in the peaceful coexistence of individuals and peoples, including the values of solidarity, tolerance, mutual

understanding, non-violence and respect for human life and dignity. Table 24 shows the number of hours a learner attends per year devoted to citizenship teaching.

Table 24: Hours per year assigned in teaching global citizenship and other related values in the Arab countries

The states	Hours allocated to the teaching of citizenship in the Arab countries per year			Notes
	Primary (lower grades)	Primary (upper grades)	Middle (lower secondary)	
United Emirates	36	36	36	
Bahrain	38	38	38	
Qatar	34	0	0	
Saudi Arabia	The concepts of citizenship and the values of tolerance and coexistence are included in the curricula. A new course called sustainable development has been introduced in secondary education aimed at promoting the values of citizenship and global citizenship (Ministry of Education, 2023).			
Kuwait	0	0	0	
Oman	Citizenship education is scheduled to be applied for elementary grades starting from the academic year 2024-2025			
Libya	0	31	31	
Algeria	32	32	32	Civic education
Jordan	68	39	39	
Tunisia	0	0	72	
Egypt	82	82	0	In the name of "values and respect for others"
Lebanon	Data not available			
Palestine	108	0	0	
Morocco	0	0	0	
Iraq	0	0	0	
Comoros	Data not available			
Syria	0	0	0	
Mauritania	34	34	34	
Sudan	Data not available			
Djibouti	Data not available			
Yemen	36	36	36	
Somalia	0	0	0	

Data Source: Arab States Data form (Part I: Education System and Educational policies - question five: Study plans)

When reading this table, it is necessary to pay attention to the nature of the subject prescribed in the name of citizenship because such a name carries many concepts, and the multiplicity of topics and values can be taught under this name, and the aim of this presentation is to show the general trend of the Arab countries in teaching a course of such importance both Arab and international. The table shows different trends among the Arab States. Six States do not allocate separate hours for citizenship: Saudi Arabia, the State of Kuwait, the Kingdom of Morocco, the Republic of Iraq and the Syrian Arab Republic. the Republic of Somalia. In this case, it cannot be assumed that the concepts of global citizenship referred to above are completely missing in these countries, since they can be taught in other subjects such as history, geography, religious education, etc. In European countries, citizenship education is part of the curriculum without a uniform orientation, implemented through a subject-based curriculum that is either independent or integrated with other curricula, and is taught at all levels of education without exception (Eurydice, 2012). The study "Civic Education and Global Citizenship 2022" carried out by the International Society for the Evaluation of Educational achievement (IEA) shows²⁹ that citizenship education is taught as a separate subject in 13 countries. it is taught in 11 countries by teachers specializing in the teaching of history, geography, law and economics and is not a separate subject (International Association for the Evaluation of Educational achievement IEA, 2023a).

The Arab countries that devote a separate subject to citizenship within their curricula at the basic stage are different in orientation and the number of hours allocated to this subject. It is noted that the general trend in the largest number of States is to set fixed hours in all primary and lower secondary grades; This is the case of the United Arab Emirates, the Kingdom of Bahrain, the People ' s Democratic Republic of Algeria, the Kingdom of Jordan, the Islamic Republic of Mauritania and the Republic of Yemen, but in Libya this is limited to the upper grades of primary and lower secondary education. While Qatar, the Arab Republic of Egypt and the State of Palestine devote hours to this subject at the primary stage only, Qatar and the State of Palestine focus only on the lower grades of this stage. In contrast, the Republic of Tunisia devotes 72 hours to teaching this subject at the preparatory level only. The Arab Republic of Egypt leads the Arab States in the number of hours allocated to this subject and is offered to students under the title "values and respect for others". Of course, the content of this course is expected to vary, although it shares the same goal. In most of these countries, the separate subject approach is not the only model used, and the time allocated to citizenship education can be extended through the other curricula mentioned that also carry the competencies and concepts of citizenship and the associated skills and values such as social subjects, Arabic language, religious education and extra-curricular activities.

²⁹ This study deals with civic education and citizenship from a national perspective. It is an extensive study carried out at the level of the system, school and students in the eighth grade (age group 13-14). It also measures the civic knowledge of students and their ability to analyze and infer topics related to civic education and citizenship. The study involved 24 countries from Western and Eastern Europe, as well as Brazil and Colombia.

The difference in citizenship teaching between Arab countries can be considered natural given the nature of the subjects that citizenship carries and the possibility of teaching them in various other subjects without exception. It is also noted that there is this disparity in the teaching of citizenship in European countries, as these countries differ in terms of the educational stage during which citizenship is taught, and in the allocation or non-allocation of a separate subject, or integration as subjects with other subjects, and the countries vary in the number of hours adopted by each system. The results of the study carried out by the Education, Audiovisual and Culture Executive Agency (EACEA P9 Eurydice) show that the average annual time for citizenship education varies widely among European countries, and that the highest average annual time allocation is in France (30 hours) where citizenship is taught from the age of six. In Estonia, the number of hours per year at the primary level does not exceed (4.4), with teaching only for one year (Eurydice, 2012).

1. 4 Educational Assessment and its functions

Evaluation is an integral part of the curriculum and is closely linked to teaching and learning processes, and while evaluation results are used to measure student learning, evaluation is also a vital factor in educational reform, rationalizing decision-making and guiding educational policies. This depends on the type of assessment applied in education and its levels, which are divided into:

- **Formative assessment:** The assessment that the teacher exercises in the classroom through various tools; These include classroom questions, assignments, observations and oral interaction ^(oral³⁰). This assessment is continuous throughout the year and is integrated with the teaching and learning processes, through which the teacher can provide immediate feedback to the students and correct their mistakes first.
- **Summary assessment:** This type of assessment is carried out at the end of the semester or at the end of a certain educational stage, and may be applied at the level of a single school, but it is often centralized or at the level of provinces or states to unify the contents of the exams and raise the reliability of the results. This assessment is usually high-risk because based on its results, the student's fate is decided successfully and moved to subsequent stages.

Table 25 shows the types of regular examinations that are applied within the evaluation and examination system in the Arab countries.

³⁰ – In such a report, it is difficult to identify formative evaluation practices because of the need for in-depth survey field studies, which will result outside the framework of the present report.

Table 25: Types of regular exams applied in the Arab countries at the primary and preparatory levels according to the responsible authority (school-central)

The states	School assessment			The central assessment		
	Lower classes	Upper classes	Preparatory stage	Lower classes	Upper classes	Preparatory stage
United Emirates	1				1	1
Bahrain	1	1		1	1	1
Qatar		1	1	1	1	1
Saudi Arabia	1	1	1			
Kuwait	1	1	1			
Oman		1	1	1		1
Libya	1	1				1
Algeria	1	1				1
Jordan					1	1
Tunisia	1		1		1	1
Egypt	1	1	1	At the governorate level		
Lebanon	Data not available					
Palestine	1	1	1		1	1
Morocco					governorate level	regional level

Data source: Arab States Data form (Part I: Education System and Educational policies - question IX: Examination and Evaluation System).

The following readings in Table 25 are based on the information on the evaluation system received from 17 Arab countries:

At the school assessment level, the school administration is responsible for setting exam questions and applying all exam and correction procedures. This level reflects the extent to which the educational system gives the school the independence of educational evaluation. The formative assessment is expected to play a major role in the teacher class, which has the freedom to choose and employ assessment tools, such as monthly or quarterly teacher tests, classroom notes, activities and tests at the end of each module or at the end of the semester. Due to the nature of this type of assessment, the ability and competence of the teacher to diversify the assessment tools and methods and how they are employed are very important in the extent to which they affect the learning processes of the students and their flow through the educational system. As efficient as teachers and their practices in this area and the school administration's competence in guidance and control, the students' real learning efficiency and the reliability of their movement and transition from one class to another. Therefore, it is

imperative that the formative evaluation be implemented within an integrated system of education consisting of clear competencies of the curriculum, with strategies for teaching and evaluation, and a system of accounting control and accountability.

The table shows that there are States that apply school assessment in the lower grades as well as in the upper grades of primary school. This means that these countries give their schools a measure of autonomy regarding the movement of the cohort of students to the end of primary school, and the decision to upgrade students from a grade to a higher grade. These States are: The Kingdom of Bahrain, the State of Kuwait, Saudi Arabia, the State of Libya, the People ' s Democratic Republic of Algeria, the Arab Republic of Egypt, the State of Palestine, the Islamic Republic of Mauritania and the Republic of Yemen. the Republic of Somalia is the State that applies the school assessment in the first and second cycles. The United Arab Emirates, the Syrian Arab Republic and Tunisia apply the school assessment only in the first cycle of primary education and organize a central evaluation at the end of the second cycle of primary education, which ensures the integrity of the evaluations carried out during the first cycle and the second cycle.

The data in the table also show that the level of independence granted to the school assessment is monitored by the regime in the Kingdom of Bahrain, the State of Qatar and the State of Palestine, where the system requires the application of a central examination at the end of the first and second cycle. therefore, the schools remain independent in deciding and directing the movement and flow of students during one cycle (for example, from first to second grade, from second to third grade). with this central program, the system can adjust the movement of students from one cycle to another according to the basic competencies targeted at the end of each cycle and has provided an opportunity to diagnose and address educational problems and problems first.

At the central evaluation level, the Ministry is responsible for the preparation of examination questions and supervision of the application of examinations and correction. This reflects one aspect of control and control in the management of the educational process. It can be used in the development and improvement of education when the contents of these examinations focus on the evaluation of high levels of knowledge and skills; Critical thinking, analysis, forecasting, and innovation lead education practices toward teaching these skills. If the opposite occurs; Such as relying on the declarative knowledge and skills of remembering and understanding in order to obtain the certificate without the content of what this certificate carries, the result will be classroom practices of an indoctrinal nature aimed at passing the test and graduating the largest number of student cohorts and raising the success rate. It is noted that at the end of primary school, this type is applied in only eight countries, as mentioned earlier, while the number rises to 14 countries at the preparatory stage, namely: the United Arab Emirates, the Kingdom of Bahrain, the State of Qatar, the Sultanate of Oman, the State of Libya, the People ' s Democratic Republic of Algeria, the Hashemite Kingdom of Jordan, the Arab Republic of Egypt (at the governorate level), the State of Palestine, the Kingdom of

Morocco (at the administrative level), the Syrian Arab Republic, the Islamic Republic of Mauritania and the Federal Republic of Somalia.

On the other hand, the Republic of Yemen is limited to one central examination at the end of the secondary school level, so the system has little opportunity to identify the levels of students in the basic education stage and measure them according to the competencies targeted in the curriculum and fix any gaps, if any. In Saudi Arabia and Kuwait, where there is no central exam at the end of any of the three basic courses, it appears to be replaced by an external national exam, applied by national evaluators.

It can be confirmed from the above that the evaluation programs in most education systems that are listed in this section vary to achieve multiple purposes and functions of the education system. There is no doubt that the feasibility of such programs can be assured only by their efficiency in terms of the standards they adopt, the credibility of the tools, the reliability of the actual application and, finally, the effective utilization of their results.

١. 5 Financial and material resources for education

The data presented in this section are concerned with government education expenditures as the primary source of funding for education, accounting for about 80% of its expenditures, including labor force expenditures; The most important of these are the salaries of teachers, which take a large share of the expenses of education, educational equipment, books, educational means, electricity expenses, maintenance and others. These expenditures consume a small proportion of the State budget, as shown in the previous chapter. The resources allocated to education also include infrastructure represented in school buildings, with classrooms, laboratories and learning resources, which also consume a large proportion of the State budget in construction expenses. The data form sent to the Arab countries included a request for aggregate information on education expenditures and their distribution by stages and areas of expenditure, but the responses of the States were not as expected. the Financial System of Accounts and Financial statements of some States ⁽³¹⁾ also did not allow for tracking of such data in the relevant ministry as a central system of another. The analysis in this section will therefore be limited to the group of States that have provided sound data on education

³¹ – We also draw attention to the fact that some of the financial statements contained in the forms are not included; Either it did not make sense to interpret them (for example, when the total expenditure in the three stages was greater than the expenditure in education itself), or it did not indicate the category of figures to which it referred were in the category of millions or thousands. All financial statements were in the value of the local currencies of the countries except for a limited number that were recorded in dollars as requested in the form. The comparisons in this part will therefore come after the implementation of the calculations of the data to extract the percentages in order to address the differences in the value of local currencies from one country to another and to ensure the validity of the comparisons.

expenditures and those that have enabled the authors of the report to obtain reliable data from other sources. The focus will be on the following themes:

1. 5. 1 Distribution of expenditure by educational level:

Knowing the distribution of spending according to stages helps in the search for related factors such as the priorities of the educational system and its goals in the universalization of education, for example, the size of the target age group, and the challenges of financing each stage of education. The following table (No. 26) presents the percentage distribution of education expenditures by educational level in a number of Arab States.

Table 26: Distribution of education expenditures by educational levels in the Arab countries (%)

The states	Kindergartens	Primary education	Preparatory education	Secondary education	Other types	Total
United Emirates	Data not available					
Bahrain	0	45	26	29	0	100
Qatar	Data not available					
Saudi Arabia	Data not available					
Kuwait	13	36	29	19	3	100
Oman	Data not available					
Libya	Data not available					
Algeria	0	13	8	79	0	100
Jordan	0	0	87	13	0	100
Tunisia	0	36	0	51	13	100
Egypt	Data not available					
Lebanon						
Palestine	3	0	52	43	2	100
Morocco	15	37	24	21	3	100
Iraq	Data not available					
Comoros	Data not available					
Syria	Data not available					
Mauritania	Data not available					
Sudan	Data not available					
Djibouti	Data not available					
Yemen	0	96	0	0	4	100
Somalia	Data not available					

Source of data: Arab States Data form for General Education (Part II: Statistics and indicators - question V: Expenditure on Education), except:

- State of Kuwait: Ministry of Education, State of Kuwait, no date.

- Islamic Republic of Mauritania: UNICFF, 2023
- UNESCO & Federal Government of Somali, 2022

The above table shows that the largest proportion of financial expenditure is allocated to basic education (primary and lower secondary), which, as mentioned earlier, is the prevailing trend and is intended to confirm the commitment to universal and universal education. The share of primary education in these countries ranges from 36% in the State of Kuwait to 45% in the Kingdom of Bahrain, which is higher than the global average for the share of primary education in public education expenditure of 35%. they fall in the range of 47% in low-income countries to 26% in high-income countries. The share of secondary education in the Kingdom of Jordan falls to 13%, in Kuwait to 19%, and then rises to 21% in the Kingdom of Morocco and 29% in the Kingdom of Bahrain. The global average for secondary education expenditures is 35% of total public education expenditure and falls in the range of 27% in low-income countries to 37% in high-income countries. It is also noted that secondary education takes a large share in a number of countries, namely the People ' s Democratic Republic of Algeria and the Republic of Tunisia, both of which integrate the expenses of education at the preparatory level with the secondary level, while the accounting system in the Republic of Yemen does not separate the educational stages in the calculation of expenditures.

Despite the many factors affecting the distribution of expenditures, the population has an important role to play in this area. The proportion of the population under the age of 15 is a large proportion, and this population group puts pressure on the expenditure of social services in general and education at the primary and secondary levels. The proportion of children under the age of 15 makes up about 30% of the total population in the Arab countries, rising to more than 40% in the Federal Republic of Somalia, the Islamic Republic of Mauritania and the Republic of Sudan, which are among the countries experiencing difficult economic and political situations. The potential of States for education is reflected in a range of indicators concerning the school environment, the most important of which is the density of one class. In the following analysis, we review this indicator by educational level, taking into account what was presented earlier.

1. 5. 2. Class Density:

The classroom is a mini-learning environment for the education system; It includes all elements of the educational process, including material and human inputs, teaching processes and learning outcomes. The average number of class density is therefore an expression of how these elements are managed and efficient. Smaller classes are usually seen as the best classes because they allow the teacher to focus on the needs of the students and adapt the teaching to their characteristics and needs. The less intensive classroom enables the teacher to adjust the class, and with it the amount of time the teacher needs to adjust the students and to deal with the differences of students and others. The educational literature is working on model criteria

for class density. The United Kingdom National Education Union (NEU) recommends³² that there be between 25 and 30 students per class at the Foundation levels (the National Education Union (NEU), 2024). The average class density in the OECD countries in primary education is less than 25 students in all countries with some minor differences, while in middle school the number is between 23 and 30. this volume remained almost constant from 2013 to 2022 (OECD, 2024, Chapter D2). Table 27 gives the class density in a number of Arab countries.

Table 27: Class density in the Arab countries at different levels of education

The states	Primary	intermediate	Secondary
United Arab Emirates	Data not available		
Bahrain	26	27	28
Qatar	24	25	23
Saudi Arabia		Data not available	
Kuwait	25	25	25
Oman	29	30	28
Libya		Data not available	
Algeria	28	36	27
Jordan	30.5	28.7	28.2
Tunisia	24.4	29.5	26.5
Egypt	50.1	48.03	41.52
Lebanon		Data not available	
Palestine	30.8	32.6	28.2
Morocco	26.4	36.6	32.9
Iraq		Data not available	
Comoros		Data not available	
Syria	30	30	30
Mauritania		Data not available	
Sudan		Data not available	
Djibouti	44	Data not available	
Yemen	80 - 100	60- 80	
Somalia	56.4	56.4	56.4

³² It is an independent trade union and professional association registered in the United Kingdom and its members are teachers, lecturers and staff working in public and independent schools and colleges across the United Kingdom.

Source: Data form for Arab States in General Education (Part II: Education Statistics and indicators - question VIII: Teaching and Learning Environment) except: Djibouti:

Ministère De L'Éducation Nationale Et De La Formation Professionnelle, 2023

The above table provides varying data on class density in a number of Arab countries, where it rises to very high rates in the Republic of Yemen at the primary and preparatory levels to reach 100 students, a large number for one class. This rate drops to 56 students per class in the Republic of Somalia and then to between 42 and 50 students in the Arab Republic of Egypt. The overcrowding of classrooms with so many students at any given stage prevents access to knowledge, hinders the training of students in learning and thinking skills, and suggests the possibility of high repetition and dropout rates among students, which in itself increases the annual cost of education. Class density rates remain below 30 students in the GCC, the Hashemite Kingdom of Jordan and the Republic of Tunisia. These rates may also not be ideal for the quality education targeted by the education process, but in most cases they remain acceptable in practice.

1. 6 Learning processes Efficiency ⁽³³⁾

The term efficiency, as it appears in the Arabic dictionary “Moejam”, means "the ability to perform a work successfully and efficiently," taking into account the quality of performance and the provision of resources, and efficiency refers to "competence and ability to achieve the desired results" (Arabic Academy in Cairo, 2004). The term effectiveness is also used and means, as in the intermediate lexicon, "the description of all that is done", that is, the description of what happens. In this section, we will discover features of the efficiency of education processes through various indicators, including the average number of years spent in school, which also take into account the success and dropout rates, as one of the most important indicators that reflect the use of human, financial and material resources to achieve the desired educational goals.

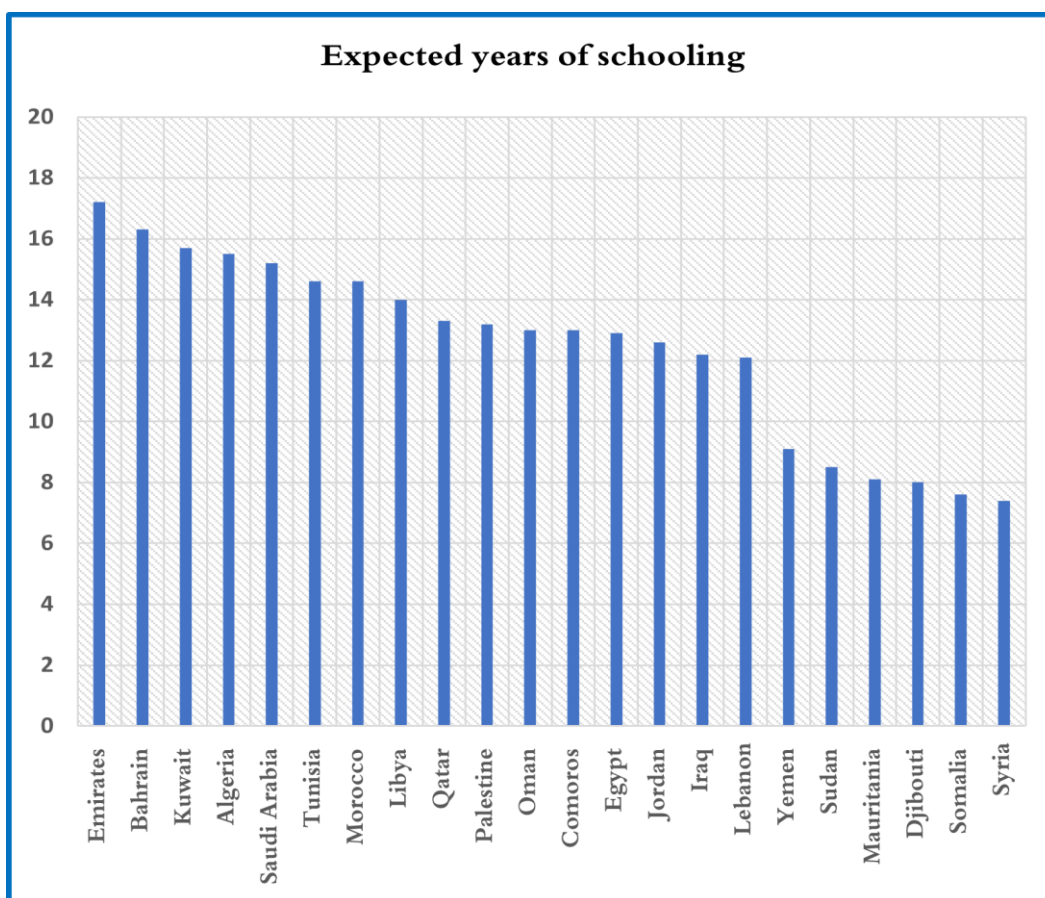
1. 6.1. Expected number of years of study:

The United Nations Development Program (UNDP) defines it as "the number of years of schooling a school-age child can have if current enrollment patterns and enrollment rates continue unchanged throughout their school years" (UNDP, 2024)³⁴. The number of years 18

³³ Efficiency is a measure of whether the objectives of a process, service or activity have been or have not been achieved and this concept will be addressed in the next part of this chapter.

³⁴ This indicator is calculated by combining enrollment rates at each educational level and age group, adjusted according to the age of official attendance, resulting in the average number of years a child is expected to complete including time spent repeating classes.

is the maximum expected, taking into account age-specific enrollment ratios in primary, secondary, post-secondary, non-university and university education, and therefore the higher value is explained by the fact that students spend more time in school because of the repetition years. a lower value means that students have less access to education due to drop-out (World Bank, 2025). Figure 32 reflects the number of expected school years in the Arab countries monitored in the United Nations Human Development Report (UNDP, 2024).



Source: UNDP, 2024. Except the Republic of Yemen: Central Statistical Organization of the Republic of Yemen, 2024.

Figure 32: The expected number of years of schooling in the Arab countries

The above figure shows that the Arab countries differ with regard to this indicator.

On the one hand, the United Arab Emirates leads the Arab countries with a rate of 17 years, followed by the Kingdom of Bahrain with a rate of 16 years, and Saudi Arabia, Kuwait and the

Algerian Republic with a rate of 15 years. The average expected years are 12 and 13 years, which are approximately the years planned to provide a minimum level of education in Qatar, Oman, the Hashemite Kingdom of Jordan, the Arab Republic of Egypt, the Lebanese Republic, the State of Palestine, the Republic of Iraq and the Comoros. Some of these States face significant challenges in providing education to all segments of society, particularly in the Arab Republic of Egypt, the Republic of Iraq, the Lebanese Republic and the State of Palestine. The circumstances of each of these countries vary, with the extent to which the State is able and able to achieve advanced levels of education for its children.

On the other hand, the expected number of years of schooling is lower than the number of years required to achieve basic education for all, ranging from 9 to 7 years in the Syrian Republic, the Republic of Mauritania, the Republic of the Sudan, Djibouti, the Republic of Yemen and the Republic of Somalia. These countries are classified as least developed countries, and most are experiencing painful internal conflicts. In many regions of these States, insecurity has led to inadequate access to basic services such as education and health to all members of society. vulnerable groups such as women and children are often more affected than others in such circumstances. In the Syrian Arab Republic, the ongoing war and internal conflicts have had an impact on education, with 48% of schools out of service and 5% completely destroyed (Planning and International Cooperation Commission of the Syrian Arab Republic, 2024, p. 50). The ongoing war in the Republic of Yemen has also had a negative impact on education, depriving nearly 2.3 million children of an education, and destroying 18% of the school infrastructure (Ministry of Planning and International Cooperation in Yaman, 2024). In the Republic of Sudan, people internally displaced as a result of war, refugees, children with disabilities and nomadic children are deprived of education, with children between the ages of 6 and 11 accounting for nearly 21% of the total number of out-of-school children in Sudan (Republic of the Sudan, 2022).

The nature and diversity of the population in the Federal Republic of Somalia also constitute; Among the urban, rural, nomadic and internally displaced populations, there is a clear challenge to providing educational opportunities for school-age children, and it is reported that the privatization of education in Somalia has deprived more than half of children and young people of their right to education because of their inability to pay tuition fees (UNESCO & Federal Government of Somalia, 2022).

There are also inequalities in public education in the Republic of Mauritania, where the State provides free education at the basic level up to the age of 15 years, and thus enrollment in secondary education is significantly lower than in basic education. under the operating conditions in the State, only 34 out of 100 students enter secondary education. The inequality between public and private education in the Republic is also evident, as the latter has become a destination for a large proportion of families who are moving away from enrolling their children in public public schools, including the majority of the middle class. Thus, the education system is divided between special education for children of families who are financially able to afford private education and public education for children of poor families (Ministry of higher Education and Scientific Research, Republic of Mauritania, 2022).

A number of these States have adopted transitional plans that allow for the compensation and reintegration of out-of-school children in the education process; In an effort to create safe learning environments for them, such as the National Education sector Plan for Somalia (2022-2026), the Strategic Plan for Education sector Development in Sudan (2018-2013), and the Transitional Education Plan for Yemen (2019-2022). Such plans need adequate funding, human support and infrastructure coverage. Many interventions from international organizations and donors have been found to assist ministries and provide material and financial resources to these countries to provide education to disadvantaged groups of children, for example, the Ministry of Education in Sudan cooperates with several development partners, such as UNICEF, the African Development Bank and UNESCO. to promote education: the government is supported in building schools and providing education to the most vulnerable populations, such as internally displaced persons, nomadic people, children with disabilities, and refugees, in-service teacher training, curriculum reform and education information management system. However, while effective in the short term, many of these efforts still need to be coordinated and long-term strategies (ESCWA), 2024a).

1. 6.2. Completion rate of education:

This indicator is concerned with the calculation of the total enrollment ratio of students who enter the educational stage and continue in it successfully until the end of the stage, that is, they are able to enroll in the last grade of the school degree⁽³⁵⁾. This rate refers to the success of the education system in retaining and completing students at the stage at which they are enrolled and is an important indicator of the quality of education and educational opportunities available. UNESCO has developed this indicator as a topical (sub-regional) indicator to achieve the first of the seven targets of goal four (quality education) of the 2030 Agenda for Sustainable Development. This goal states: "To ensure that all girls and boys enjoy free, fair and quality primary and secondary education leading to appropriate and effective educational outcomes by 2000" . the topical indicator relates to the concept of completion of education at primary, lower secondary and secondary levels (UNESCO, 2016, table 2 p. 78) it allows for monitoring progress in education, identifying challenges and providing possibilities for comparison between countries.

Educational evaluation systems play a role in the process of these groups across the classroom, as the formative evaluation is common in the primary level, as we noted in the section on

³⁵ The last grade of each level of education means the age at which pupils enter the class if they start school at the age of formal admission to primary school, study full-time and progress without repeating or skipping the class. For example, if the official age of enrollment in primary education is six years, and primary education consists of six grades, the intended age for enrollment in the last grade is eleven years. In this case, the reference age group for calculating the completion rate of primary education is 14 to 16 years of age, which is equal (11 years + 3 years = 14 and 11 years + 5 - 16 years) (UNESCO, 2009).

educational evaluation, especially in the first three grades, where the promotion of students from class to class without final exams is high risk. Attention should also be paid to the potential for this system to be promoted at the expense of having the basic knowledge and skills necessary for learning at later levels, which may cause higher repetition rates in subsequent grades.

Table 28 provides the completion rate at the primary, preparatory and secondary levels.

Table 28: Completion rate of education in the Arab countries

The states	Primary completion rate	Average completion rate	Secondary completion rate
United Emirates	Data not available		
Bahrain	Data not available		
Qatar	95	95	83
Saudi Arabia	97	90	80
Kuwait	Data not available		
Oman	97	88	71
Libya	Data not available		
Algeria	94	73	46
Jordan	97	87	57
Tunisia	95	74	49
Egypt	91	80	42
Lebanon	97	84	61
Palestine	99	92	62
Morocco	91	63	48
Iraq	71	46	32
Comoros	82	60	37
Syria	73	60	32
Mauritania	58	37	15
Sudan	65	51	31
Djibouti	81	62	40
Yemen	62	46	31
Somalia	50	48	9
Global Index 2020 (UNESCO, 2021).	86	75	54

Source of Arabic data: UNESCO Institute of Statistics, Except b2024 :

- State of Qatar: Ministry of Development Planning and Statistics of Qatar, 2024
- Saudi Arabia: General Authority for Statistics of Saudi Arabia, 2022.
- Oman: National Committee for achieving Sustainable Development Goals, Oman, 2024.
- State of Libya: Ministry of Planning of the State of Libya, 2024.

- Kingdom of Morocco: Ministry of National Education, Elementary Education and Sport of the Kingdom of Morocco, 2022
- Syrian Arab Republic: Planning and International Cooperation Organization of the Syrian Arab Republic, 2024

The rates shown for the Arab countries by educational stages reflect clear differences between these countries, as well as at the level of the educational level of each country. Below we will provide a reading of the classification of Arab countries according to educational levels.

- **A group of countries with high completion rates at** the primary and lower secondary levels, as well as relatively high, albeit lower, secondary levels. These are Qatar, Saudi Arabia, Oman and Libya.
- **Countries with high primary rates** above 90% but slightly lower in middle school at levels above 70%. At the secondary level, the rates are only 42% to 62%. These States are the People ' s Democratic Republic of Algeria, the Hashemite Kingdom of Jordan, the Arab Republic of Egypt, the Republic of Tunisia and the Lebanese Republic. the State of Palestine and the Kingdom of Morocco.
- **The group of countries with lower primary completion rates than the** previous groups but still remain rather high, ranging from 71% to 82%, and the same rates drop in the middle school to between 40% and 60%, and then drop more in the secondary level to only 32% to 40%. These States are the Comoros, Djibouti, the Syrian Arab Republic and the Republic of Iraq.
- **The group of countries with lower completion rates** in general at all stages but better at the primary level, ranging from 50% to 65%, then dropping to less than 50% at the lower secondary level, and to less than 40% at the secondary level. These countries are the Islamic Republic of Mauritania, the Republic of the Sudan, the Republic of Yemen and the Federal Republic of Somalia.

These trends explain what has already been observed about the disparity in the expected number of years of schooling in the Arab countries, and it is noted that the education systems in many of these countries remain unable to maintain the student population during their years of study in general education. this ability decreases as students progress to an advanced level of education.

1. 6.3. Pass rates in Central Examinations:

The educational systems follow a system of central examinations at the end of the course, which are supervised by the Ministry. They aim to ensure that students learn and master the knowledge and skills targeted in the curriculum, and to decide on their transfer to the next stage. Table 29 shows the pass rates in central examinations at the end of the first three cycles of basic education in a number of Arab countries.

Table 29: Pass rates in Central examinations at the end of the first three cycles of Basic Education

The states	Success rate at the end of the first episode	Success rate at the end of the second cycle	Success rate at the end of the preparatory stage
United Emirates	Data not available		
Bahrain		99.60%	99.70%
Qatar	98.70%	98.50%	98.00%
Saudi Arabia	Data not available		
Kuwait	Data not available		
Oman	100.0% (for elementary school level)		98.50%
Libya	There are no central exams at the primary level		85.20%
Algeria		98.90%	62.90%
Jordan	Data not available		
Tunisia	90.00%	94.90%	84.70%
Egypt	100.00%	98.00%	93.80%
Lebanon	Data not available		
Palestine	According to materials	According to materials	According to resources
Morocco		95.70%	73.20%
Iraq	Data not available		
Comoros	Data not available		
Syria	Data not available		77.10%
Mauritania	There are no central exams	56.00%	27.00%
Sudan	Data not available		
Djibouti	Data not available		
Yemen	Data not available		
Somalia	There are no central exams	94.00%	90.00%

Source: Data form for Arab States in General Education - Part II (Educational Statistics and indicators - question VII: Internal efficiency indicators).

The data in the table (29) show that in most States, central examinations are organized at the end of the primary stage, which is of course the end of a basic stage and crucial for deciding on the student ' s transition to the next stage. Success rates in these exams are high, except in Mauritania, where the pass rate is only 56%. At the end of the third cycle, the rates are generally lower and drop significantly in the Algerian Republic from 99% at the end of primary education to 63% at the end of the preparatory stage. It is also down, but to a lesser extent, in

Morocco from 96% to 73%. In the Republic of Mauritania, success rates are down to 27%. This means that a large percentage of students will repeat their classes at this stage, making the chances of dropping out of the level greater.

1. 6. 4 Drop-out rates by stage:

School drop-out is a serious phenomenon of financial and human wastage in education, and it indicates the inefficiency of educational processes. The drop-out factor is one of the crucial variables in determining the economic efficiency factor of education in addition to the repetition factor (UNESCO, 1998). The risk of dropping out is also at the level of individuals in terms of not having enough knowledge and skills to help them continue their education, get a job and earn money in the future. A number of long-term studies, which tracked groups of students from preschool or early primary through the end of secondary school, identified the PPI as the most consistent predictor of students dropping out or completing secondary school (Rumberger & ah Lim, 2008). The educational system can, however, keep the student in education under a law that protects the learner from dropping out, which is compulsory in education. It is expected that such a law will contribute to the cessation of school dropouts until at least a certain age, as provided for in the Education Act. We have noted that most Arab countries have imposed compulsory education law from the age of 6 to the age of 15 or 16. The report's knowledge of drop-out rates in primary and lower secondary education will be an important indicator of the effectiveness of this law and the effectiveness of educational systems in keeping students in the bosom of school until they have a minimum level of education. Table 30 summarizes the dropout rates at the primary, secondary and secondary levels in the Arab States that have completed the general education form data.

Table 30: Dropout rates at primary, preparatory and secondary levels in the Arab States

The states	Primary stage	Preparatory stage	Secondary level
United Emirates	Data not available		
Bahrain	0.40%	0.50%	0.70%
Qatar	5.90%	9.70%	11.60%
Saudi Arabia	Data not available		
Kuwait	Data not available		
Oman	0.00%	0.70%	1.20%
Libya	Data not available		
Algeria	0.10%	5.50%	13.20%
Jordan	0.30%	0.90%	0.00%
Tunisia	0.90%	8.00%	9.20%
Egypt	0.30%	0.70%	Data not available
Lebanon	Data not available		

Palestine	0.30%	0.80%	2.50%
Morocco	1.50%	8.50%	7.40%
Iraq	Data not available		
Comoros	Data not available		
Syria	3.80%	5.10%	Data not available
Mauritania	Data not available		
Sudan	Data not available		
Djibouti	Data not available		
Yemen	23.00%	29.00%	51.00%
Somalia	1.90%	1.80%	Data not available

Source: Data form for Arab States in General Education - Part II (Statistics, Data and Educational indicators - question VII: Indicators of internal competence) except: Djibouti
Ministère De L'Éducation Nationale Et De La Formation Professionnelle de la Djibouti, 2023

The rates shown in the above table indicate a high level of educational waste, both financial and social. The phenomenon of dropping out of education at these levels recorded in a number of Arab countries means a financial cost wasted in the educational system. it represents a social loss for groups of students who do not possess the minimum knowledge and skills to lead a decent life in their communities. Dropout rates are high in the Republic of Yemen, where they reach 23% at the primary level and 29% at the preparatory level, and more than half of the students constitute 51% at the secondary level. The drop-out rate at the primary and lower secondary levels is 5.9% and 9.7% respectively, and rises to 11.6% at the secondary level. In the Syrian Arab Republic, the drop-out rate is 3.8% and 5.1% in primary and lower secondary education respectively. The drop-out rate is slightly lower at the primary level in the Kingdom of Morocco, at 1.5%, but rises to 8.5% and 7.4% at the preparatory and secondary levels respectively. Although the drop-out rate in primary education is very low in the People's Democratic Republic of Algeria, it is high in the middle school to 5.5% and in the secondary school to 13.2%. The situation in Tunisia is not very different from that of its neighbor in the Republic of Algeria, where the dropout rate is low at the primary level, at 0.9%, but it rises significantly to 8% and 9.2% at the preparatory and secondary levels respectively. The situation seems to be slightly better in the State of Palestine, where the drop-out rate is 0.3% and 0.8% at the primary and preparatory levels respectively, which are low, rising to only 2.5% at the secondary level. Drop-out rates in the Republic of Somalia drop below 2% at both primary and lower secondary levels. Finally, drop-out rates are reduced to 1% and lower at all stages in Bahrain, Oman, the Hashemite Kingdom of Jordan and the Arab Republic of Egypt.

The rates shown in the above table cannot be read as numerical rates only, as they must be translated into cohorts of learners who have dropped out of school and dropped out of school so that society can bear the cost of leaving either with different social problems or by employing

these children to support themselves or by sustaining the economy in increasing rates unemployment, not to mention the problems of distractions and homelessness and others, as well as the fact that this problem is an annual process that pumps out of education waves that may be closer to underdevelopment than science.

1. 7 the most important conclusions of the processes of education

What is reviewed in the previous section reveals the side picture of the expected education processes in the Arab countries that reflect an aspect of quality in these countries. At this stage, it will not be possible to provide a reading on the quality situation in the Arab countries through indicators of educational processes only and before completing the indicators for the third dimension, which is the results of teaching and learning. Therefore, the indicators for the first dimension (education processes) will be read from the perspective of the extent to which they achieve normative values from an international and global perspective, which are extracted either through comparative studies between countries or through research studies in the field of education on the effects of these indicators on the quality of education and their relationship to outcomes and outputs. Table 31 reviews the standard values of these indicators. Each indicator and each country were read according to the standard values set out in this table, and the indicators that meet the standard values were sorted and detailed in the Annex (4-5) to the indicators of the teaching and learning processes.

Table 31: Standard values for indicators of educational processes in the Arab countries

Educational indicator	standard value	Source of standard value
The number of annual hours devoted to learning	960	Global average of fourth and eighth grades (Source: IEA, 2019. P 450 – 451 & P 468, 469)
Number of legal teaching hours per year for primary school teachers	808	Average Arab States at primary level (Table 18)
Number of legal teaching hours per year for middle school teachers	742	Average Arab countries in the preparatory stage (Table 18).
Hours allocated for teaching Arabic language subjects at the primary level	198	Average Arab States at primary level (Table 4-5)
Hours allocated for teaching Arabic language subjects at the preparatory stage	151	Average Arab States in the preparatory stage (Table 4-5)
Hours for teaching foreign languages at the primary level	127	Average Arab States at primary level (Table 4-5)
Hours allocated for teaching foreign languages at the preparatory stage	132	Average Arab States in the preparatory stage (Table 21)
Hours dedicated to teaching mathematics and science at the primary level	227	International general average: Source: IEA, 2019. Grade 4 – Exhibit 12.2 (p: 450) – Exhibit 13.2 (p: 468)

Hours dedicated to teaching mathematics and science in the preparatory boiler	274	International average (Source: IEA, 2019. Grade 8 – Exhibit 12.3 (p: 451) & Exhibit 13.3 (p: 469))
Hours allocated for citizenship education at the primary level	40	Average Arab States at primary level (24)
The hours allocated for citizenship education in the preparatory stage	40	Average Arab countries in Middle East (table 24)
Hours allocated for activities at the primary level	92	Average Arab States at primary level (Table 23)
Hours allocated for activities in the preparatory stage	95	Average Arab States in preparatory stage (Table 23)
Class intensity at the primary level.	25	Average in the European developed countries. (Source: OECD, 2024).
Class intensity at the preparatory stage.	30	Average in European developed countries (OECD, 2024).
The expected number of years of study in the Arab countries.	14.5	Global average of countries with high human development (UNDP, 2024)
Primary completion rate.	93	2025 Global Reference Target for North African and West Asian Countries (UNESCO Institute of Statistics, b2021. p: 73)
Completion rate of lower secondary education	86	
The attainment by each Arab country of the standard values of these indicators is the minimum required to classify the Arab countries according to their attainment of these values		

The Arab countries are classified in the indicators of education and education processes according to the previous normative values into three levels:

- Achieving standard values at the same or better level.
- Achieving indicators at a level close to the standard values.
- Indicators are far from standard values.

Figure (33) shows how countries were classified according to these three levels ⁽³⁶⁾.

³⁶ Taking into account that some Arab countries do not have data on a number of indicators, which vary from one country to another.

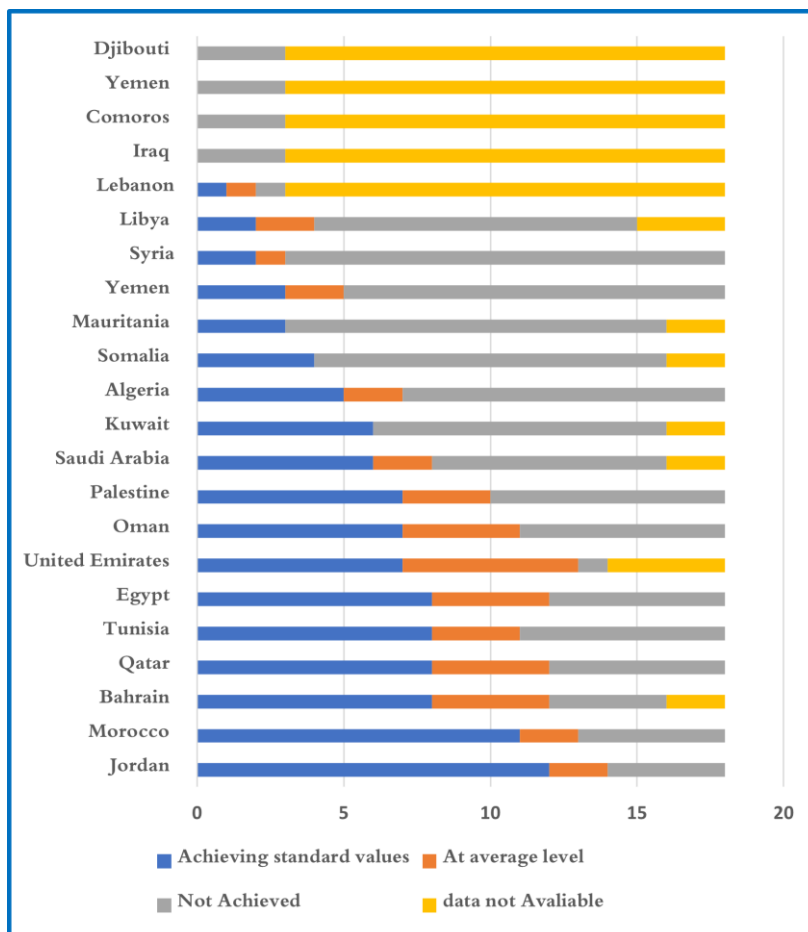


Figure 33: Classification of Arab countries according to the achievement of the standard values of the indicators of education processes.

Based on these results, the Arab countries can be classified into four groups:

- **First: Countries that achieve at least half of the indicators (9 indicators), either fully or close to them.** These countries are led by the Hashemite Kingdom of Jordan, the Kingdom of Morocco, the Kingdom of Bahrain, the State of Qatar, the Arab Republic of Egypt, the United Arab Emirates and the Sultanate of Oman. All of these countries agree on the global average of the number of annual student hours devoted to learning, the average annual hours devoted to teaching foreign languages at the primary level, and most agree on the achievement of the completion rate at the primary level. There is a clear disparity between these States with regard to teacher quotas from teaching hours at the primary and secondary levels. There is also a marked disparity in

the achievement of the world average number of hours in teaching mathematics and science.

- **Second: Countries that achieve from five to ten indicators to a full degree or close to it.** It is led by the State of Palestine, followed by Saudi Arabia, the State of Kuwait and the People 's Democratic Republic of Algeria. All of these countries have achieved the standard value of the expected number of years of schooling, as well as the number of legal teaching hours per year for teachers (quorum) at the primary level, and three of them have achieved the standard value of hours allocated for teaching Arabic language subjects at the primary level and the completion rate of primary education (see annex 4-5). With regard to the rest of the indicators, these countries are close in terms of achieving possible normative values, especially the number of annual hours devoted to learning and the hours allocated to teaching mathematics and science at the preparatory level.
- **Third: The countries that are lagging behind in achieving most of the standard values of the indicators,** and these countries are the Syrian Arab Republic, the Republic of Yemen, the State of Libya, the Republic of Mauritania and the Federal Republic of Somalia. Somalia leads these countries in the number of indicators that achieve the standard values, reaching four indicators: Hours allocated for teaching Arabic language subjects at the preparatory stage, hours allocated for teaching foreign languages at the elementary and preparatory levels, and hours allocated for teaching mathematics and science in the preparatory boiler. The Republic of Yemen has achieved three indicators to a full degree: The number of legal teaching hours per year for teachers at the primary and preparatory levels (quorum) and the number of hours allocated for teaching Arabic language subjects at the preparatory stage. A review of the results of these countries shows that the indicators they achieve are those related to the hours prescribed for teaching in the various subjects, but the limits of this depend of course on the number of hours allocated to education, which are still far below the standard value. These countries can raise the primary resource: Learning time, which can be controlled by the number of school days per year, the number of hours per day and the duration of the class.
- **Fourth: The countries for which there is insufficient data on** indicators of education processes are the Republic of Lebanon, the Republic of Iraq, the Comoros, the Republic of Sudan and the Republic of Djibouti. This does not allow for assessments or judgments about education processes in these countries.
- The following section completes the monitoring of indicators of the educational process and the possible indicators that reflect the function and effectiveness of education outputs in society. This dimension is linked to the outcomes of the teaching and learning process.

2. Teaching and learning outcomes

In this part, the concept of effectiveness is highlighted, a term that comes from "action" and means, according to the “Moejam” dictionary "influence and the ability to make an impact" (Arabic Academy in Cairo, 2004). Effectiveness as a practical concept means the ability of a project or program to make the desired impact. Effectiveness in education means the extent to which the required educational goals have been achieved in terms of enabling students to acquire and employ the required knowledge and skills, regardless of the time spent in education. It is a continuous process that occurs after the student graduated from education and is affected by the surrounding environment and its level of efficiency in embracing the educational outputs. Because outputs interact with their surroundings for long periods of time, they learn what adds to, refines or diminishes their knowledge and skills, and because the environment is diverse, multifaceted and multidisciplinary; According to scientific studies, the effectiveness of education will be divided into three levels:

- **Direct outputs means** the extent to which students graduating from the educational system have mastered basic knowledge and skills according to the standards set by the educational system in the curriculum.
- **Short- and medium-term learning outcomes are** related to the functionality of what students have learned to continue with future learning processes or to engage in the labor market.
- **Learning payoff or long-term effects:** The extent to which long-term education contributes to social, economic and political development, which can be seen for successive sets of learning outcomes, and for an appropriate period of time to allow its effects to be felt over a long period of time.

2. 1 Outputs

Outputs, in this context, mean the direct results of education processes and include the formation of the knowledge, skills and abilities of the learner as planned in the curricula of education. Outcomes that are directly related to education practices and related regulations, policies, measures and support for school, teachers and learners are under the control of and can be attributed to the direct implementer (i.e., the education system and the school) (OECD, 2022). a high level of efficiency is an indicator of the quality of the education system, but a low outcome means a low level of efficiency and quality of education, taking into account that factors also remain constant in each system; They are variables of the social backgrounds of families and characteristics of learners. When addressing education outcomes from the perspective of quality of education, attention is directed to literacy and numeracy competencies, in particular as the basic knowledge (the Basics), which is the basis for each subsequent learning, and to a range of life skills such as problem-solving, teamwork, self-learning, interaction and communication with others.

2.1.1. Proficiency level in reading skills:

The reading proficiency index is one of the important indicators targeted in the sustainable development agenda under the fourth goal (quality education), which countries can seek to monitor as a sub-indicator and based on the national context, policy priorities in each country and the availability of technical capacity and data (indicator 4.1.1). The sustainable development agenda urged countries worldwide to "measure the proportion of children and youth (a) in grade II/III; (B) at the end of the primary stage; (C) at the end of the first stage of secondary education, achieving at least the minimum level of proficiency in reading and mathematics by sex (UNESCO, 2016, p. 74).

Due to the lack of data available on the reading proficiency index of students in the Arab countries, the UNESCO Institute of Statistics (UIS, 2024a) reports on indicators of sustainable development have been used to provide the required indicators. Table 32 shows the proficiency levels in the primary and lower secondary reading index in a number of Arab countries.

Table 32: Proficiency in reading in Arab countries (%)

The State	Primary education	The year	Preparatory education	The year
United Arab Emirates	75	2021	52	2022
Kingdom of Bahrain	71.2	2021	Data is not available	
State of Qatar	80.4	2021	52.7	2022
Saudi Arabia	71.1	2021	37.4	2022
State of Kuwait	Data not available			
Sultanate of Oman	62.2	2021	Data not available	
The State of Libya	Data not available			
Democratic Republic of Algeria	Data not available			
The Kingdom of Jordan	46.6	2021	20.4	2022
Republic of Tunisia	Data not available			
Arab Republic of Egypt	44.6	2021		
The Lebanese Republic	Data is not available		32.2	2018
State of Palestine				
Kingdom of Morocco	40.6	2021	18.9	2022
Republic of Iraq	Data not available			
Comoros Islands	Data not available			
Syrian Arab Republic	Data not available			

Islamic Republic of Mauritania	Data not available			
Republic of the Sudan	Data not available			
Republic of Djibouti	Data not available			
Republic of Yemen	Data not available			
Federal Republic of Somalia	Data not available			
Reference values for the Arab States for the year 2025	64%		66%	

Sources: UNESCO Institute Of Statistics UIS, 2024a

Reading proficiency was found to be at its best in a number of GCC countries; It is Qatar, which leads the Arab countries and exceeds the benchmark value of the index for 2025, followed by the United Arab Emirates, the Kingdom of Bahrain and Saudi Arabia, where the level of the index in these countries is close to the reference value of primary education. At the level of preparatory education, the index is weak in all the countries available in the previous table, which is far below the benchmark value expected from the Arab countries in 2025 (66%). The fact that the index in the preparatory stage is lower than the index in the primary level indicates that there is a gap in the two stages, as there may be an unobserved weakness in the primary level due to the adoption of calendar systems that follow the automatic transfer of students from one class to the next in the first and perhaps the second cycle. regardless of their actual levels of achievement, remedial measures may not be available in the advanced grades of primary school to address and address the impairment in learning skills. Other gaps may have been found in the middle school, including curriculum levels, teaching strategies or teacher competence, all of which should be considered to assess the quality of the education system.

2. 1. 2. Learning poverty:

This indicator does not depend on the level of reading proficiency of students at the basic level of education, but extends to those outside of education. to those children who were originally deprived of learning to read and who need an appropriate environment to ensure that they learn the most important life skills that allow them to communicate with others and adapt to the requirements of contemporary life in various fields. All groups deprived of simple literacy have been highlighted through the "Learning poverty" index, launched by the World Bank and the UNESCO Institute for Statistics in 2019, which is a multidimensional indicator; It highlights the global learning crisis, particularly in reading education, and is concerned with measuring the rate at which children up to the age of ten who are unable to read and understand a simple text. The rate connects two indicators:

- The first includes the share of out-of-school primary-age children, who are defined as school-deprived.

- The second is the indicator for the share of pupils with less than minimum reading skills, who are defined as learning deprived.

This indicator is of great importance to the educational system as reading skill is the entrance to learning the rest of the skills. The high rate of learning poverty is one of the early signs of the failure of education systems to ensure that children develop critical basic skills that require course correction. The average global poverty rate in low- and middle-income countries was 57% in 2019, and global indicators of global learning poverty indicate that the Corona pandemic has caused a sharp increase in global learning poverty by an estimated 70% (that is, 7 out of 10 children with learning poverty) (World Bank, UNESCO, UNICEF, FCDO & USAID, 2021).

Table 33 presents the rates of learning poverty in a number of Arab countries, estimated by UNESCO in cooperation with a range of international bodies related to the subject of education, and is considered an estimate for 2022 based on the availability of information and data in each country school-learning opportunities (i.e., learning opportunities in school) and children who are deprived of learning (i.e., of actual learning within school).

Table 33: Schooling deprived, Learning deprived and Learning poverty in the Arab States

The State	Schooling-Deprived	Learning-Deprived	Learning Poverty
United Arab Emirates	0.6	32.4	32.8
Kingdom of Bahrain	2.1	30.6	32.1
State of Qatar	2.8	33.8	35.7
Saudi Arabia	2.5	36.7	38.2
State of Kuwait	3.4	49.4	51.1
Sultanate of Oman	1.4	40.9	41.8
The State of Libya	Data not available		
Democratic Republic of Algeria	4.1	66.5	67.9
The Kingdom of Jordan	25.1	50	62.5
Republic of Tunisia	1.2	65.1	65.5
Arab Republic of Egypt	1.4	69.2	69.6
The Lebanese Republic	Data not available		
State of Palestine	Data not available		
Kingdom of Morocco	3.1	63.8	64.9
Republic of Iraq	Data not available		
Comoros Islands	20.8	82.3	86
Syrian Arab Republic	Data not available		
Islamic Republic of Mauritania	25.8	92.9	94.8
Republic of the Sudan	Data not available		

Republic of Djibouti	Data not available		
Republic of Yemen	17.8	93.5	94.7
Federal Republic of Somalia	Data not available		
Average learning poverty in North Africa and West Asia	70		
The world's average learning poverty	64.3		

Source: World Bank, UNESCO, UNICEF, FCDO & USAID, 2021

The indicators in the previous table reflect three cases involving three groups of Arab countries:

- **The first case** includes the GCC group with learning poverty rates ranging from 32% to 51%, and indicators of learning poverty and learning poverty show that the deprivation of learning (from 30% to 49%) is higher than the rate of denial of education itself (from 0.6% to 3.4%). this suggests that these countries have almost achieved educational opportunities for most school-age children, but a large proportion of those who do not already learn the most basic reading skills and, as a result, do not learn other basic skills such as numeracy, science and life skills. these learning problems are either not detected or are not addressed in time.
- **Second case:** The group of countries with a high rate of education poverty between 65% and 70% and these countries are the countries of North Africa, specifically the Arab Republic of Egypt, the People's Democratic Republic of Algeria, the Republic of Tunisia and the Kingdom of Morocco. The indicators of educational deprivation and learning deprivation are similar to those in the GCC countries, where the rates of educational deprivation range from 1.2% to 4.1%, while the rates of deprivation of learning rose from 65% to 70%. This indicates that there are problems in the school's education processes and they need to be discovered and treated.
- **Third case:** The group of countries with a high rate of learning poverty between 62% and 95% are the Hashemite Kingdom of Jordan, the Comoros, the Islamic Republic of Mauritania and the Republic of Yemen. However, indicators of educational deprivation show that education opportunities are not available to all children of school age, with the rate of educational deprivation ranging from 17.8.8% to 25.8%. At the same time, there is also a rise in the rates of deprivation of learning, ranging from 62.5% in the Hashemite Kingdom of Jordan to 94.8% in the Islamic Republic of Mauritania, reflecting a weakness in the processes of education in schools in these countries.

UNESCO, UNICEF and the World Bank have joined forces to address such a global education crisis, providing guidance and support to countries facing the crisis, and the rapid Action Framework (rapid) has been drafted to help countries guide the recovery from learning poverty. the long-term goal for the group of low- and middle-income countries is to halve education poverty by 2030, an average of 42% (World Bank, UNESCO, UNICEF, FCDO & USAID, 2021, P: 33).

2. 1. 3. Proficiency level in Mathematics:

Mathematics is a bridge to learning different thinking skills such as analysis, linking and evaluating information, critical thinking, and learning contemporary life skills such as problem solving, facing challenges, and thinking about creative solutions. Therefore, the indicator of learners' competence in mathematics becomes important and meaningful about the education system, if the system is not able to qualify children at an early age to learn simple mathematics, it will mean that it will not be able to qualify them to learn the associated subjects, and this will be a problem for the outcomes of education and its effects on society.

Given the importance of this subject, the Math Proficiency Index has been combined with the Reading Proficiency Index as a single objective to achieve the Education Sustainable Development Goals 2030 target 4.1.1, which states: "Proportion of children and young people (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex (UNESCO, 2016, p. 74). Table 34 shows the level of performance of learners in mathematics in a number of Arab countries.

Table 34: Proficiency level in Mathematics in Arab countries (%)

The State	Primary education	The year	Preparatory education	The year
United Arab Emirates	60	2023	55	2023
Kingdom of Bahrain	45	2023	30	2023
State of Qatar	46	2023	40	2023
Saudi Arabia	29	2023	30	2023
State of Kuwait	22	2023	21	2023
Sultanate of Oman	29	2023	24	2023
The State of Libya	Data not available			
Democratic Republic of Algeria	Data not available			
The Kingdom of Jordan	32	2023	17.1	2022
Republic of Tunisia	Data not available			
Arab Republic of Egypt	Data not available		26.8	2019
The Lebanese Republic	Data not available		26.8	2019
State of Palestine	Data not available		16	2023
Kingdom of Morocco	22	2023	18.4	2022
Republic of Iraq	Data not available			
Comoros Islands	Data not available			
Syrian Arab Republic	Data not available			
Islamic Republic of Mauritania	Data not available			
Republic of the Sudan	Data not available			
Republic of Djibouti	Data not available			

Republic of Yemen	Data not available			
Federal Republic of Somalia	Data not available			
Global reference values in 2030	76%		66%	

Source: UNESCO Institute Of Statistics UIS, 2024a

Source of international reference values 2030: UNESCO Institute Of Statistics UIS, 2021

From the above table, it can be concluded that the rate of proficiency of learners in mathematics at the elementary and preparatory levels is lower than the rate of proficiency in reading in all Arab countries (see Table 32), and that the disparity between the two subjects appears to be greater at the primary level than at the preparatory level. this means that the learner is better at learning to read than at learning mathematics in the early stages of education, and that this difference decreases with his progress in the middle school. Some of the reasons for this can be attributed to the mathematics curriculum and the way it is presented to the learner in school, which may differ from the pattern of learning the language of mathematics in childhood.

It is also clear from the above table that the best recorded level is still below the global standard value. The highest level was in the UAE (60%), with the Kingdom of Morocco topping the list of Arab countries in the number of hours devoted to teaching mathematics and science (see Table 4-6). however, the level of proficiency in mathematics in the Kingdom of Morocco was much lower (22%) at the primary level. The level of proficiency in mathematics at the primary level was as low as 32% in the Hashemite Kingdom of Jordan, 29% in Saudi Arabia and Oman, and 22% in both Kuwait and Morocco.

In contrast, students' proficiency in mathematics at the preparatory stage is below 40%, with the exception of the UAE, which has 55% of its students with minimum mathematical proficiency, these rates drop to 40% in Qatar and to 30% in Bahrain and Saudi Arabia. to 26.8% in the Arab Republic of Egypt and the Lebanese Republic, and to below 25% in the State of Kuwait, Oman, the Hashemite Kingdom of Jordan, the State of Palestine and the Kingdom of Morocco.

2. 1. 3. Learning outcome

Learning outcomes relate to the short- and medium-term effects of outputs. Indicators of educational outcomes (outputs) can be tracked in two tracks: The first path is higher education, and to what degree the education outputs can meet the requirements of higher education or will need to attend special training or courses to help them continue their education. The second path is the labor market, and it may be difficult to know the extent to which the labor market accepts these outputs from unemployment rates in the labor market; The structure of the labor market and professions often controls employment rates, wages paid and vocational training programs available both before and during service.

The practical translation currently available to assess the effectiveness of education outcomes from the perspective of having functional competencies is to measure the competitiveness of

these outputs in society nationally, regionally and globally. Cross-National Assessment (cross-national assessment) is an important source of exposure to the competitive value of human resources at different stations of education. Such assessments are applied at an international level and are conducted by well-known international organizations or bodies, and are aimed at assessing the performance of students in different countries of the world in a range of knowledge, skills and competencies in a number of subjects; The most important are reading, mathematics and science. By calculating the average performance of students in each country, it enables comparison between countries and helps educational systems to reframe their educational policies and programs and improve education processes so that their outputs are competitive and able to contribute effectively to their societies in various fields. This type of assessment is an essential tool for assessing the quality and effectiveness of educational systems and, through its indicators, helps to know the global learning map and the location of each country in this map³⁷. A limited number of Arab countries participate in these assessments, including the OECD Programme for International Student Assessment (PISA), which provides a comprehensive assessment of educational outcomes and contributes to informing educational policies and rationalizing decision-making regarding ongoing efforts to improve the quality of education. They participate in the IEA's TIMSS "Trends in International Mathematics and Science Study" (TIMSS) program. The results obtained by the participating Arab States will reflect a picture of the effectiveness of education in the short and medium term.

2. 2. 1. Education outcomes of the Programme for International Student Assessment (PISA):

The **Programme for International Student Assessment (PISA)** is implemented every three years by the OECD in a range of areas; It is the reading in mother tongue, mathematics and science, for students aged 15 to 16 at the time of assessment and enrolled in school who have completed at least 6 years of formal education, regardless of the type of institution they are enrolled in. The PISA test goes beyond assessing students' ability to reproduce what they have learned in school, to assessing their ability to extrapolate what they know, think outside the boundaries of their discipline, apply their knowledge creatively in new situations, and demonstrate effective learning strategies (OECD, 2023b). The results of the 2022 PISA assessment reflect the period following the Corona pandemic, which affected education around

³⁷ Programme for International Student Assessment contributes to rationalizing the policies of educational systems by providing important measures about the quality of education and associated educational indicators such as student-teacher ratios, the ratio of trained teachers, or spending per student as a percentage of GDP. These programs collect multiple data on how the educational system manages teaching and learning processes, the home environment of students, the means available to support learning processes, the school climate and resources, and how teaching is usually done in the classroom. surveys for school, teacher, student and home also collect extensive information on school and family factors associated with learning and student achievement.

the world and reflected its effects on the level of education in general. The results of the International Student Assessment Program (PISA) saw an unprecedented decline in performance across all OECD countries compared to the 2018 results, with average performance falling by ten points in reading and by 15 points in mathematics, which is equivalent to three quarters of a full academic year. the report does not attribute this decline entirely to the COVID-19 pandemic: there was a decline in overall level mathematics before the pandemic (OECD, 2023b, P: 3).

Table 35 shows the results of the Arab countries in the PISA calendar for 2022 in reading, mathematics and science, with six Arab countries: The United Arab Emirates, the State of Qatar, the Kingdom of Saudi Arabia, the Hashemite Kingdom of Jordan, the State of Palestine and the Kingdom of Morocco.

Table 35: Average scores of students participating in the Pisa 2022 calendar in the Arab countries⁽³⁸⁾

The State	Results of reading		Results of mathematics		Results of science	
	Average degrees	Difference between boys and girls results	Average degrees	Difference between boys and girls results	Average degrees	Difference between boys and girls results
United Arab Emirates	417	-45	431	-7	432	-17
State of Qatar	419	-40	414	-8	432	-21
Saudi Arabia	489	-33	383	2	390	-15
The Hashemite Kingdom of Jordan	342	-46	361	-15	375	-33
State of Palestine	349	-49	366	-16	369	-30

³⁸ There is no minimum or maximum score in the International Student Assessment Program (PISA); The results are measured to roughly match the normal distributions, with OECD countries averaging about 500 points, the metrics divided into six levels of competence, and the second level is the basic performance level for each of the three areas (mathematics, science and reading). it is also the minimum level of proficiency in reading and mathematics expected for end-of-middle school students, approved for monitoring the education-related Sustainable Development Goals as set out in target 4.1. The minimum score in this level is – 420 – 410 for reading, mathematics and science respectively (OECD, 1.3B, tables: 2.407, 1.3.3 & 1.3.4).

Kingdom of Morocco	339	-22	365	-4	365	-9
Average OECD scores	476		472		485	
	Negative sign in the column difference between boys and girls results in favor of girls					
Interpretation of shading	Third level of competence	Second level of efficiency		Level I (a)		

Source: OECD, 2023b, Table I.3

The results in the above table show that the level of skills acquired in reading, mathematics and science for students aged 15 years or at the preparatory level in the Arab countries, which is also below the overall average in the countries of the Organization for Economic Cooperation and Development (OECD). The number of students in Saudi Arabia in reading was the best among the Arab countries, as it was at the third level of competence, while the general level of students in the same country drops to the first level in mathematics and science. The UAE scores at the second level of proficiency in all subjects (reading, mathematics and science), followed by Qatar, whose students occupy the second level of proficiency in reading and science and fall to the first level (a) in mathematics. In the rest of the Arab countries, the result falls to the first level of competence (a), which is below the minimum required in reading, mathematics and science.

In the six Arab countries, girls outperform boys in reading, with a large difference between the average grades of males and the average grades of females in this subject, and then comes science where girls perform better than boys, but the value of the differences is lower than in reading scores. The differences in mathematics are small, except for Saudi Arabia, where the difference in favor of boys is only two degrees.

Although the number of Arab countries whose student results are presented is few, not more than six, and may not represent the overall status of education outcomes in the Arab countries, what has been shown so far, if added to the education indicators related to education processes in the previous section, paints a picture of the results of education in these countries, because the countries participating in the Pisa assessment program are among the countries that have provided education indicators that promise good teaching practices in their schools. but the results, when placed in the context of global competitions, have fallen short of what is needed. This result should have an important indication of what is going on in schools, what is being offered to students and how it is being delivered, and what are the prevailing approaches to education and teaching that make students less than their counterparts in the world.

2. 2. 2 Education outcomes in the Progress In International Reading Literacy Study (PIRLS) and Trends in International Mathematics and Science Study (TIMSS):

The program supervised by The International Association for the Evaluation of Educational Achievement (IEA), it aims to assess students' levels of achievement in reading in the mother tongue (PIRLS) and in mathematics and science (TIMSS).

The study is applied every five years for reading skills to fourth-grade students, and every four years in mathematics and science to fourth- and eighth-grade students, and the reading calendar covers reading knowledge and information, and tests the student's ability to remember, understand, structure and evaluate. Mathematics and science assessment covers three areas: Knowledge, application, and reasoning. Typical achievement ranges from 300 to 700 degrees, and performance levels are divided into four levels: Advanced average Performance (625), High average Performance (550), Intermediate Intermediate (475) and Low average Performance (400). (IEA, 2023b). A score of 500 is the central measurement point as a constant reference point from one assessment to another.

Table 36 shows the average scores of fourth-graders in reading and fourth- and eighth-graders in mathematics and science. 11 Arab countries participated in this assessment.

Table 36: Average scores for Arab countries participating in the PERLS 2021 and TIMSS 2023

	Reading for the fourth grade		Mathematics for the fourth grade		Mathematics for the eighth grade		Science for the fourth grade		Science for eighth grade	
The State	Average degrees	Difference between male and female	Average degrees	Difference between male and female	Average degrees	Difference between male and female	Average degrees	Difference between male and female	Average degrees	Difference between male and female
United Arab Emirates	483	-29	498	14	489	13	595	1	486	-5
Kingdom of Bahrain	458	-49	462	-8	426	-9	475	-32	452	-39
State of Qatar	485	-17	464	21	451	7	472	3	481	-13
Saudi Arabia	449	-35	420	3	397	-4	428	-32	419	-36
State of Kuwait			383	8	399	2	373	-20	420	-29
Sultanate of Oman	429	-36	421	1	411	-15	433	-13	456	-38
The Kingdom of Jordan	381	-36	427	-9	388	-11	418	-22	413	-21
Arab Republic of Egypt	378	-16	Data not available		413	Data not available			389	Data not available
The Lebanese Republic	Data not available				429	Data not available			377	Data not available
State of Palestine	Data not available				382	-19	Data not available		393	-35
Kingdom of Morocco	372	-33	393	2	378	7	390	-13	327	-1
Overall average	500		503	11	478	6	494	-1	478	-3
The negative reference in the data on the difference between males and females is in favor of girls										

Interpretation of shaded data	Advanced level (625)	High level (550)	Intermediate level (475)	Low level (400)
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Source: Reading results: International Association For The Evaluation Of Educational Achievement (IAE), 2021

Mathematics and science results: International Association For The Evaluation Of Educational Achievement (IAE), 2023b

From the previous table, it is shown that the participating Arab countries are far from the global average in achieving the index of proficiency in reading, mathematics and science for the fourth and eighth grades. The UAE is at a better level than its peers, where fourth-graders achieve a higher level in science and achieve an intermediate level in reading in the fourth grade and the same level in science in the fourth and eighth grades. The Kingdom of Bahrain and the State of Qatar also achieve an average level of science; Fourth grade in the Kingdom of Bahrain and eighth grade in Qatar. Qatar also achieved an average reading level for fourth-grade students. Other countries have lower or lower levels than expected in these substances.

In general, the superiority of females over males is observed, but the difference between them seems to be large in the average grades in both reading and science subjects, more than in mathematics, where males outperform females in a number of countries, with significant differences in the United Arab Emirates and Qatar.

These findings raise questions about the quality of education processes in the education systems in the Arab countries, where the education inputs as shown by the indicators in the previous credit and the education processes as shown in the first part were at a level that expressed a will for quality education for students, but the indicators related to the results reflect the opposite of what was expected. The results of these evaluations must be truly utilized by using their findings to identify and address the underlying learning weaknesses.

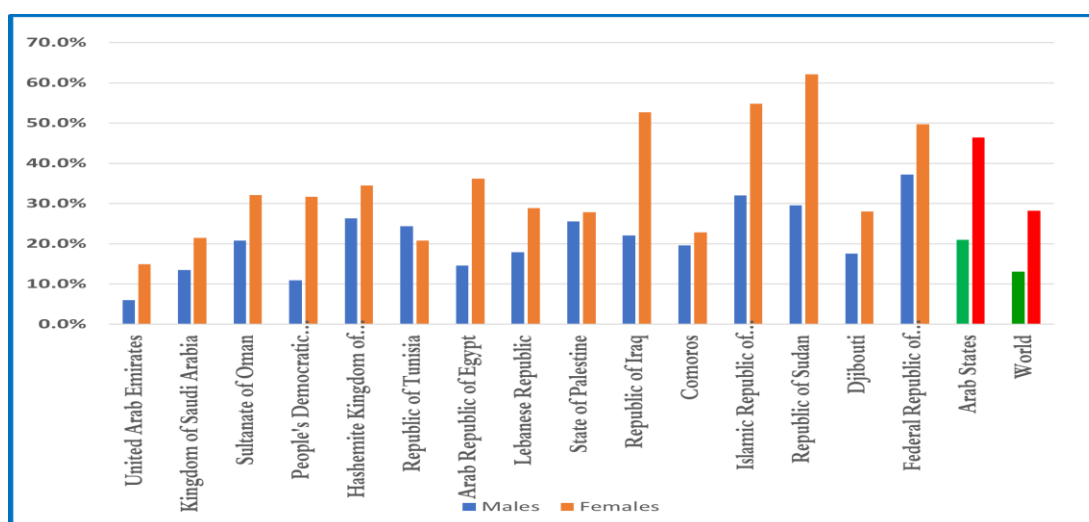
2. 3 Learning Impact

They are indicators of a long-term level and represent the intended or unintended long-term positive or negative impact or effects on education outcomes (OECD, 2022). The outcome of education is seen at the individual and community level, and is represented by the economic and social effects of education, the levels of employment of education outputs in the labor market, the educational level of the members of the community and their gains in knowledge and skills that contribute to social well-being and social cohesion, among others.

2. 3 Young people not enrolled in employment, education or training:

The first economic imprint of education in society appears when groups of learners graduate from the education system to engage in either higher education with opportunities available in

this sector in specialized institutes, universities or other³⁹.(s) in the labor market, opportunities are limited and available only to those who possess the competitive capabilities required by the institutions that control the market. The 2030 Agenda for Sustainable Development addressed some aspect of the relationship between the economy and education in sub-goal 6, which stated: " By 2030, substantially reduce the proportion of youth not in employment, education or training " (United Nations, 2015). The extent to which this target is achieved is calculated by estimating the proportion of young people aged 15 to 24 who are outside the education, employment and training (NEET) index⁴⁰. This indicator is of great importance to each country because it monitors with data young people who are out of the labor market for various reasons, excluding those who are outside the labor market and are enrolled in education or training as they develop their skills and qualifications. Figure 34 shows the distribution of young men out of work or out of education or training for males and females in the Arab States, which was monitored by the relevant international bodies to monitor such data. The Appendix (4-4) also presents these percentages by sex.



Source: World Bank, 2025b. Except: the State of Palestine: ILO, 2025

Figure 34: Percentage of young people who are out of work or out of education or training in the Arab countries

The above figure shows that the Arab average rate of youth out of work, education and training is significantly higher than the world average, but there is a disparity among Arab countries; This rate is highest in the Republic of Somalia for males, the Republic of the Sudan, the

³⁹ Chapter V of this report will be devoted to university education.

⁴⁰ - Briefly, the English meaning of the rate is: Youth Not in Employment, Education or Training

Republic of Mauritania and the Republic of Iraq, and the proportion for females is much higher than for males. Although the rates in the rest of the countries are lower, they remain high in most countries to more than 20%, which is a large percentage. It predicts the existence of a problem in the relationship between the education system and the labor market and requires seeking ways to detect them and try to bridge the root in this relationship so that the education system can provide future generations with the competencies required in the labor market and achieve high productivity.

These indicators may require education systems to reconsider their objectives and programs in a manner that responds to the needs of the modern economy, and to work toward the future with a sense of strategic long-term planning and to open up practical options and experiences for learners in accordance with the requirements of the development and rapid changes in the world of work. In order to achieve the sustainable development of societies, UNESCO has called on the educational world to adopt a new vision of education that includes directing it toward sustainable competencies consistent with the twenty-first century. This comes through the adoption of curricula that teach students the skills of the future, which include critical and innovative thinking, personal skills (communication, teamwork, cooperation), and self-skills (flexibility, ability to learn, discipline, motivation), information and information, and global citizenship that includes respect for diversity, contribution to society, understanding and respect for cultures, responsibility, a sense of belonging and other human values (UNESCO, 2022a).

2. 3. 2 Average economic return on education:

In the long run, scientific studies have come at the expense of the so-called returns to education, which is the set of benefits that accrue to society as a result of increasing its stock of human capital. The rate of return to education is linked to the average years of schooling for members of the community, as studies show that the levels of productivity of individuals expressed in the value of their annual wage are linked to the number of years of education and the quality of education they receive. The results of studies on social and economic returns to education, based on a database of 705 data from 1950 to 2014, indicate that the rate of return for each additional school year is 8.8%, and that this rate is stable over these decades (Psacharopoulos & Patrinos, 2018).

In a scientific study published by the Journal of Economic Development (Economic Development Review) on the trends of educational returns in the Arab countries, researchers conducted a scientific analysis of sixteen studies completed between 2004 and 2014, and compared the results to global trends, and came out with a set of general conclusions, the most important of which are:

- Overall, the rate of return on education in the Arab countries is low compared to the global average (6.7% vs. 10%).

- The rate of return for males is lower than for females, and this is in line with global trends.
- The rate of return on primary and secondary education is lower in the Arab countries than the global average, equivalent to 3.8% against a global average of 10.6% in primary education and 6.8% compared to the global average of 7.2% in secondary education.
- The rate of return on education in the Arab countries tends to rise as the average number of years of education increases , and this result is contrary to global trends (Boutayeba & Alazmi, 2018).

Table 37 shows the average educational return for a number of Arab countries by stage.

Table 37: Average return on Education at primary and Secondary levels in a number of Arab countries

The State	Average return on primary education	Average return on secondary education
State of Kuwait	3	7
Sultanate of Oman	4.7	7.9
People's Democratic Republic of Algeria	1.5	8.9
The Hashemite Kingdom of Jordan	1.4	1.4
The Lebanese Republic	5.6	2.6
Kingdom of Morocco	4.2	8.5
Islamic Republic of Mauritania	-1	8.1
Republic of the Sudan	4.4	7.3
Djibouti	10	10.8
Arab States	3.8	6.8
The global average	10.6	7.2

Source: Boutayeba & Alazmi, 2018

2. 4 Significant conclusions about the second dimension: Education outcomes

The previous part included a presentation of a set of educational indicators related to the results of education in three stations, starting with the first stop when students graduate from the education system, which is concerned with the degree of mastery of students graduating from the educational system of basic knowledge and skills in accordance with the standards set by the educational system in the curriculum. The second stage was how functional what students

learned to continue in future learning processes or to engage in the labor market. The final milestone was the long-term contribution of education outputs to social, economic and political development.

This section shows that there is very little data available on the indicators of outcomes and educational outcomes, and that the available data have been drawn from the sources of international reports and educational evaluation studies. this requires the attention of educational systems in the Arab countries to such indicators and their efforts in the future to monitor what is related to them in any way. In order to identify the general trends in the quality of education in relation to this dimension, the Arab countries were ranked in relation to the normative values of these indicators from the international and global perspective, which are summarized in table 38 and the number (13) indicators.

Table 38: The standard values adopted for the classification of education outcome indicators in the Arab countries

Educational indicator	standard value	Source of standard value
Proficiency level in reading in primary education %	64%	Average standard value for the Arab States for 2025.
Proficiency level in reading in preparatory education %	66%	Average standard value for the Arab States for 2025.
Poverty of learning	Less than 52%	UNESCO Global Standard for 2030 = 42 +10% for 2025
Proficiency level in mathematics in primary education %	71%	Global reference values in 2030 = 76%-5% for 2025)
Proficiency level in mathematics in preparatory education	61%	Global reference values in 2030 = 66%-5% for 2025)
Average scores in reading in the PISA	476	The average score of the PISA Reading Program
Average scores in mathematics in the Pisa	472	The average score of the PISA Mathematics Program
Average grades in science in the PISA	485	Average Pisa Science Program degrees
Average scores in reading for the fourth grade in the PERLS	500	The central mark of degrees in the PERLS program
Average scores in mathematics for the fourth grade in the TIMSS	503	Overall average of results in the TIMSS calendar
Average scores in mathematics for the eighth grade in the TIMSS	478	

The science grade average for the fourth grade in the TIMSS	494	
Average grades in science for the eighth grade in the TIMSS	478	
Percentage of young people aged 15 to 24 who are out of work, education or training	20.40%	The average global percentage in 2025

Each of the indicators and each country were read according to the standard values shown in this table and the indicators that achieve the standard values were sorted and are detailed in the Annex (4 - 6) of the indicators of education results as figure 35 shows the classification of Arab countries according to this reading.

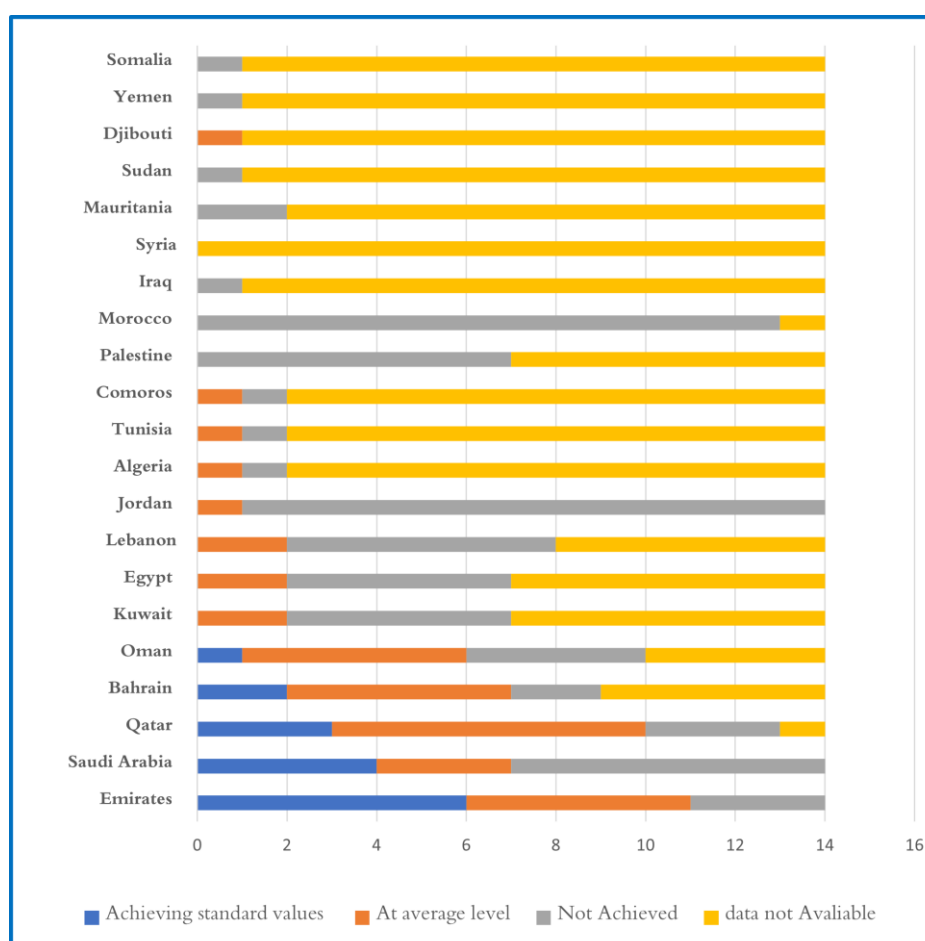


Figure 35: Classification of Arab countries according to the achievement of the standard values of education outcome indicators

The above figure shows how the level of achievement of normative values at the level of education outcomes has decreased compared to the level of achievement of the normative values of education processes. The high percentage of missing data on this aspect is also evident, which confirms the need for Arab countries to have an information system and databases in this field, as studies of such quality and efficiency in education cannot be completed without the availability of reliable and accurate data on the process of education processes and outputs. From the above figure, we can classify the Arab countries into four groups:

The first group is made up of the GCC countries and has achieved most of the standard values in education outcomes, led by the UAE, Saudi Arabia, Qatar, the Kingdom of Bahrain and Oman. These countries have achieved a higher level of reading proficiency in primary education than the standard values of this indicator. The Learning Poverty Index in these countries also indicates a level below the global benchmark set by UNESCO as a target for 2030. These countries were able to score well on average scores in reading for the fourth row of the Perls calendar where they were close to the central mark (500). She was also able to score well on average scores in mathematics for the eighth grade and science for the fourth grade and the eighth grade in the Thames calendar. The level of reading proficiency in junior secondary education and the performance indicators in mathematics in primary and lower secondary education are below the expected global level. Reference to Table 21 shows that the annual hours for reading at the preparatory level are lower than those for primary education and that the annual hours for teaching mathematics are lower at the preparatory level than at the primary level. This may be one of the factors affecting the efficiency of students' performance in these subjects.

The second group consists of countries that have not been able to achieve most of the learning outcome indicators according to the standard values of these indicators. These States are the State of Kuwait and are the only States of the Gulf Cooperation Council, the People ' s Democratic Republic of Algeria, the Hashemite Kingdom of Jordan, the Lebanese Republic, the Arab Republic of Egypt and Tunisia. the Comoros. A number of these countries, including the Hashemite Kingdom of Jordan, the Arab Republic of Egypt and the Republic of Tunisia, have also fallen behind the lead in the learning process indicators, indicating that different factors and variables are at work to weaken the level of impact of education processes on outcomes. It is noted that most indicators of education processes in these countries were very close to the GCC countries, with teachers working at a close quorum rate, and there is also convergence in class density and student rate per teacher. The search for variables requires careful study of the functioning of education processes in these countries in order to monitor what is happening in school and in the classroom, which makes a difference in learning outcomes. It should also be noted that this group includes countries that have not entered

international evaluation programs to measure results and performance and efficiency in core materials. Such data are also necessary for deeper reading and more accurate comparisons.

The third group consists of two countries, the State of Palestine and the Kingdom of Morocco, which are similar in terms of results as they both entered the international competency assessment programs in Perls and Thames, and the results show a lower level of average scores in these programs. while the data for the State of Palestine are also incomplete to judge the level of educational outcomes, the finding shows that the indicators of education processes were not sufficiently predictive of indicators of learning outcomes.

The fourth group is the States for which there are not many data available to build sufficient indicators: The Republic of Iraq, the Syrian Arab Republic, the Islamic Republic of Mauritania, the Republic of the Sudan and the Republic of Djibouti. the Republic of Yemen and the Federal Republic of Somalia.

In the following section, a comprehensive comparison of all the Arab countries and all the indicators reviewed in this chapter and the previous chapter should be concluded, which depict the state of education quality in the Arab countries from the perspective of inputs, processes and outputs, which in all cases, despite the shortcomings in some important aspects of the data. due to the nature of this report, which is based on the descriptive curriculum, it will be the beginning of in-depth studies in the field of quality and quality of education systems in the Arab countries.

3- Conclusion: The quality in education in the Arab countries

In this chapter, a wide range of indicators were reviewed, grouped into two groups: the first group reflects indicators on education processes and gives a picture of the process of education in the Arab countries, the second group reflects what happens after the end of education processes and related to results, and in the previous chapter, another set of indicators of education was reviewed and reflects the inputs to the education process in the Arab countries. These 45 indicators will be integrated to provide an integrated picture of the quality of education in the Arab countries. The Arab countries were ranked according to the extent to which their standard values were achieved in each of these indicators. The following table (No. 39) reviews the results of this exercise.

Table 39: The degree of achievement of the normative values according to the educational indicators (Chapter III) and in the processes of education and education and the results of education

States	The number of normative indicators values achieved in:			The total achievement of standard values	Percentage of values achieved	Percentage of data not available
	Education indicators (Inputs)	Education processes	Outputs of education			
United Emirates	12	7	6	25	56	9
Bahrain	11	8	2	21	47	13
Qatar	11	8	3	22	49	2
Saudi Arabia	11	6	4	21	47	7
Kuwait	8	6	0	14	31	20
Oman	12	7	1	20	44	9
Libya	6	2	0	8	18	47
Algeria	12	5	0	17	38	27
Jordan	10	12	0	22	49	2
Tunisia	12	8	0	20	44	27
Egypt	7	8	0	15	33	18
Lebanon	7	1	0	8	18	49
Palestine	12	7	0	19	42	16
Morocco	11	11	0	22	49	2
Iraq	5	0	0	5	11	73
Comoros	3	0	0	3	7	64
Syria	7	2	0	9	20	33
Mauritania	6	3	0	9	20	33
Sudan	2	0	0	2	4	69
Djibouti	7	0	0	7	16	62
Yemen	2	3	0	5	11	31
Somalia	1	4	0	5	11	44
Number of indicators	13	18	14	45		

The above table shows that the indicators differ significantly among the Arab countries, and the achievement of the indicators varies at the level of each country between the inputs of education and the processes of education and education and the results of these processes. In these three dimensions, three levels of the educational system's ability to move and control can be distinguished within each of these dimensions:

High level of control and control over indicators: Level of education input (first dimension) at which the political will of the education system is evident and reflects the orientations of the educational system in providing education opportunities for all and quality education opportunities; as we can see, the indicators in the first dimension contain controllable variables and the political will of the education system will be more visible in this dimension.

Intermediate level of control and control in education indicators: the level of educational processes (the second dimension), and the societal contexts are very clear in the processes of education where the system is less able to control and control it than in the input dimension, and because the process of education processes is in the context of school and society where the variables are closer to the school, the teacher and the parents.

Minimum level of control and control of indicators: The level of educational outcomes (third dimension) and in this case indicators are the result of the interaction of many factors and variables, some of which are within the reach of the system while others are far from it and the system must take indirect means to influence them. These variables include, for example, the educational and cultural level of the family, the motivation of students to learn, the social and economic conditions of the external environment surrounding the school, and so on.

The following section reviews a comparison between the Arab countries as presented in terms of education indicators in all previous dimensions. It is also noted from the previous table that the percentage of data not available is high in the Republic of Iraq (73%), the Comoros (64%), the Republic of Sudan (69%) and Djibouti (62%), which makes comparison with these countries difficult and statistically incorrect. Based on the standard values achieved, countries can be grouped into groups as shown in Figure 36.

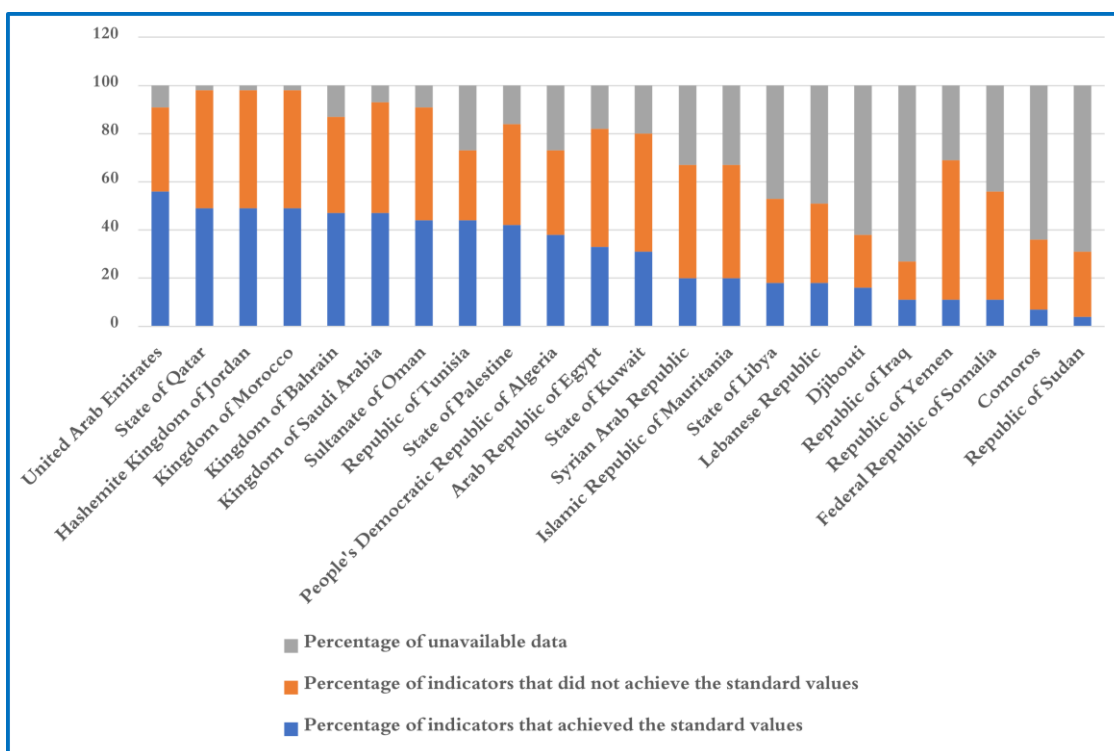


Figure 36: Classification of Arab countries according to their achievement of the standard values of education indicators, educational processes and learning outcomes

In the above figure, the Arab countries can be divided into three groups:

Group I: Countries that have achieved standard values of between 40% and 56%; including five GCC countries: UAE, Saudi Arabia, Kingdom of Bahrain, Qatar and Oman. it also includes the Hashemite Kingdom of Jordan, the State of Palestine, the Republic of Tunisia and the Kingdom of Morocco. The number of indicators achieving the standard values in this group ranges from 19 to 25 out of 45 indicators per country. The quality situation in these countries ranges from a high level of efficiency in education inputs (the first dimension) to a lower level in education processes (the second dimension) and a lower level in education outcomes (the third dimension). The total number of indicators achieved for these countries together is as follows:

- Satisfying the requirements for teaching and learning inputs, including the enactment of legislation and the allocation of financial and human resources and the school and classroom structure of students, which has been achieved by 87.2%.
- Completion of a percentage of the standards of educational processes required to provide quality education for learners, allocation of appropriate hours for school materials and activities, appropriate teacher quorum, as well as teacher qualification and conduct of appropriate professional development and promotion programs,

achieved by 45.7%. In this regard, these countries should review the annual hours allocated to learning, as well as the quorum of teaching classes, in particular the State of Qatar and the Republic of Tunisia. In addition to reviewing the study plans prescribed in the curriculum with emphasis on the hours prescribed for teaching Arabic in the UAE, Bahrain and Saudi Arabia, and the hours prescribed for teaching mathematics and science in Qatar, Saudi Arabia, Tunisia and the State of Palestine.

- In terms of educational outcomes, the indicators achieved did not exceed 12.7%. They have taken action to assess education outcomes through national assessment programs and by participating in international assessments of proficiency in reading, mathematics and science, which will undoubtedly contribute to the development of future education processes. The results of these assessments call for an enhanced level of reading proficiency in lower secondary education, as well as the level of proficiency in mathematics in primary and lower secondary education. Tunisia can also push for participation in international assessment programs because it will provide important functional information on the educational processes and the quality of learning of its students.

The second group: Countries that achieve the benchmark values with a relatively average score of between 20% and 38% include five countries: The People's Democratic Republic of Algeria, the Arab Republic of Egypt, the State of Kuwait, the Syrian Arab Republic, and the Islamic Republic of Mauritania. The number of indicators achieved in this group ranges from 9 to 17. The total number of indicators achieved for these countries together is as follows:

These countries have completed a significant proportion of the requirements for inputs and requirements for education, including legislation, human resources with appropriate professional competence and an appropriate school environment. Indicators for these inputs were achieved by 61.5%. There is a need for these countries to move toward pre-primary education and increase enrollment rates, particularly in the Arab Republic of Egypt, the Syrian Arab Republic and the Islamic Republic of Mauritania. It is also necessary to increase spending on learning and to provide appropriate programs to raise the proportion of qualified teachers, especially in the State of Palestine and the State of Kuwait.

- Indicators achieved in the second dimension related to education processes reached 26.7% of the total of these countries, which is significantly lower than the percentage achieved in the first dimension of inputs. According to the indicators, these countries should review all educational plans and distribute them according to school materials, in particular teaching Arabic at the preparatory level and mathematics and science at the two levels, in addition to the teacher quota at the primary level. Consideration of the causes of failure and drop-out at the primary and lower secondary levels in order to improve the completion rate at these levels.
- Insufficient data were available for these countries with regard to education outcomes, and except for the international reports on the results of international evaluation programs in Egypt and Kuwait, information in this regard was scarce or non-existent. These States should therefore make a great effort to assess and review educational

outcomes, possibly at the national level at the early stages so that each State has adequate information on the performance of the education system and the shortcomings are remedied.

The third group: Countries that achieve the standard values by less than 18% (8 indicators or less) include eight countries are the State of Libya, the Lebanese Republic, the Republic of Djibouti, the Republic of Iraq and the Republic of Yemen, the Federal Republic of Somalia, the Comoros and the Republic of the Sudan. The data on which these countries were classified and available in this report range from 53% in Libya and then drops to 27% in the Republic of Iraq (see Table 4-22). These States also lack a large database to help them uncover what is happening in the education system and the surrounding contexts so that they can more effectively guide their policies and programs.

- These countries achieved 31% of the indicators for educational inputs, which is very low and the lack of available data is almost a factor in reducing this percentage. It is clear that these countries should improve participation rates one year before primary education, and that the Federal Republic of Somalia should seek binding primary education legislation because the loss of this legislation is clearly reflected in the participation and enrollment rates in primary education in this country. There is also a clear need to increase spending on education and to direct efforts toward improving the proportion of qualified teachers at the primary level.
- The percentage of indicators achieved for all these countries in the field of education operations did not exceed 10%, mostly due to the absence of data in five countries, including the Republic of Lebanon, the Republic of Iraq, the Republic of Djibouti, the Republic of Somalia and the Republic of Sudan. The data available for the other three countries also confirm the need to review the various elements associated with educational processes, such as curricula, hours of learning, methodological activities and support programs for learners.
- With regard to the results of education, the list of these countries is almost devoid of indicators that indicate any signs or indicators that reflect what is happening in the education system. Many of the difficulties, challenges and problems faced by these countries in particular are clearly reflected in this aspect, and there is no doubt that such a situation requires regional and international support and strengthening in order for such countries to overcome the problems of education they face.

The above findings can be considered as a summary of the educational context in the Arab countries, while actual practices at the school and classroom levels remain an area of other research that penetrates the educational depth in each country and reveals the specificities of each system and its strengths and weaknesses. As the results show, there is a common denominator among the Arab countries with regard to the opening of learning opportunities for all, the establishment of almost identical formulas in the organization of the curriculum, the

school day, the conditions for the recruitment of human resources from teachers and the provision of an educational environment and appropriate material and moral support for learners. however, the potential and capabilities of each State and the social, economic and political context of each State remain a determinant of the ability of the educational system to achieve its goals and objectives.

When reading the above results, it is worth looking at the crises that the Arab region is going through at this time. in particular, the negative impact of the COVID crisis on the development of the Arab countries in general and its impact on education, which was direct when schools were closed between 2020 and 2022 for at least 45 weeks of school, either in whole or in part. this resulted in a loss of between 0.5 and 1.10 years of equivalent schooling by education. The long-term effects are expected to remain and should be taken into account and explored by educational systems to address them (ESCWA, 2024a). It is worth mentioning two main issues that profoundly affect the opportunities and quality of education in the Arab countries:

- The problems and internal and regional conflicts in the Arab region since the past decade, in addition to the insecurity, displacement and displacement that they cause, threaten human values by their hatred and contempt for each other and by their division and division among the people of the same people. Children are more severely affected by these conflicts because they inculcate in their memory the suffering of displacement and neglect, and the loss of opportunities for learning and a decent life. From the Republic of Iraq, the Syrian Arab Republic, the Lebanese Republic and the political and economic problems of their peoples that undermine internal security and cause division and division, to the Republic of Yemen and the Republic of the Sudan and the scourge of war and conflict that they are inflicting on their members, then to the Republic of Somalia, the problems of tribal division and internal conflicts that shake the security of the state as well as the environmental impacts that threaten the safety of society and the economy. The rest of the Arab countries are hardly free from the effects of these conflicts at all social, economic and political levels, not least the reception of thousands of displaced persons fleeing the conflict in neighboring countries.
- The suffering of the people of Gaza from the brutal aggression on their territory: Education in the Gaza Strip has been living since 2023 until today an extraordinary scene that the pen cannot express. Although education in this sector has been under severe siege for many years, the fierce war on it has deepened the disaster and the education crisis. Schools have stopped working, most buildings have collapsed and families and children have been displaced for an unknown period. According to the available data, since 2023, the number of children deprived of education reaches 70 thousand children in kindergartens, 620 thousand children of primary school age, and more than 62 schools have been completely destroyed and more than 119 public schools have been severely damaged (Ministry of Education and Higher Education, State of Palestine, 2024a).

Chapter V.

Quality of Education in University Education



Chapter V.

Quality of education in university education

Introduction

Higher education is an integrated system in itself, but at the same time it is an integral part of the educational system in the country from which it derives its characteristics, advantages, strengths and weaknesses, and is a natural reflection of its objectives, circumstances, culture and challenges. However, the higher education system in any country, including the Arab countries, has characteristics that distinguish it from the pre-university education system as being more independent, open and flexible to contemporary developments and changes, and represents a form of innovation, development and scientific research in society. Therefore, this research report will be completed by reviewing the most important characteristics and features of university education in the Arab countries and providing the most important indicators of the quality of education in this sector. This chapter provides an analysis of the most important features of education in university institutions, examines their role in scientific research and highlights the level reached by some universities in Arab countries at the international level.

Most of the information reviewed in this chapter is based on the data completed by the Arab countries in the university education form, which was forwarded to the relevant ministries in the Arab countries through the Regional Center for Quality and Excellence in Riyadh^(RQC⁴¹) and was completed by the Arab countries in the period from July to December 2024 is. Incomplete data (not completed on the form) was also completed or the data of countries that have not completed the forms from the websites of the ministries of education concerned with higher education in these countries or from scientific sources and studies of regional and international bodies to obtain the most important data or indicators on university education in these countries. These sources will be identified in due course.

1. Characteristics of university education in the Arab countries

The 2030 Agenda for Sustainable Development, in goal four (quality education), emphasized the importance of opening up opportunities for learning at all levels and forms of higher education, as target (4.3) stated that " By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university "

⁴¹ The data requested from the ministries are for universities only and do not include institutes or post-secondary training centers (vocational and non-professional) that are not affiliated with universities.

(UNESCO, 2016). This goal refers to two different fields of higher education, each of which can be distinguished according to the level and type of education provided in each of them:

- **Technical and Vocational Education and Training:** It is a post-secondary intermediate education and is at the diploma level provided by specialized institutes and colleges, whether independent or as government institutions. The study combines scientific knowledge and professional and applied skills related to professions in the economic sector with the aim of preparing qualified technical cadres to enter the labor market. However, the professional frameworks of qualifications in these programs are expected to provide flexible pathways for progression and horizontal and vertical academic mobility between relevant education programs or to advanced levels of education in accordance with the principle of lifelong learning. While seeking to expand participation in technical and technical education, States also seek to always link it to policies of motivation and encouragement for individuals and sectors of work to provide appropriate scientific and professional advancement in all disciplines (UNESCO, 2022b).
- **University education:** It is a higher education at the level of bachelor, master, doctoral or higher diploma and is provided by university institutions. The study in the bachelor's degree lasts for 4 or 5 years, while the master's study takes two or three years and the same as for a doctorate or more depending on the conditions of the university institution and the type of specialization. This level of education focuses on academic preparation and scientific research. There are always research centers in universities, and research hours are allocated to students to help them research and innovate.

Higher education has its components; Technical and vocational education and university education are an integral part of the planning, development and development strategies in the Arab countries, as these countries have sought to develop an integrated vision of higher education and have formulated special strategies for higher education and scientific research that are consistent with their vision and major development goals. It appeared that many of these strategies are already working through a critical study of the current reality of higher education, identifying the strengths and weaknesses, analyzing the problems facing its educational institutions, scientific research, challenges and opportunities for development ⁽⁴²⁾ to develop goals, programs and measures in order to achieve good and new quality in the Arab countries. The following section contains a holistic view of higher education with its basic components of technical and vocational education, which is concerned with education in specialized areas before university education and mostly at the diploma level, and university education, which offers fields of scientific specialization at the level of bachelor, master, doctoral and higher diploma. Below is a presentation of the overall scene of this sector.

⁴² See, for example, the Ministry of Education of the United Arab Emirates, 2018; the Ministry of higher Education and Scientific Research of the Arab Republic of Egypt, A2025; the Ministry of higher Education and Scientific Research of the State of Libya, 2023; and the Ministry of higher Education and Scientific Research of the Republic of Mauritania, 2022.

1.1 Higher education institutions in the Arab States:

The higher education sector has expanded in the Arab countries, and specialized institutions have spread in this sector, and its features have varied from governmental and non-governmental education to national and foreign or international universities, and open universities have also emerged that offer diverse and flexible opportunities for learners of all ages and regardless of their location of residence. virtual universities that provide distance education. This expansion has included non-university institutions offering short programs in certain disciplines, as well as vocational education and training institutions and specialized academies. With this expansion, various educational programs have grown and graduates of secondary education have different opportunities to choose what suits them according to their needs, tendencies and the expectations of the labor market. Table 40 shows the number of educational institutions in the higher education sector in the Arab countries, according to the above classification.

Table 40: Number of educational institutions in the higher education sector in the Arab countries.

The State	Technical and vocational	Universities	Source of data
United Emirates	13	72	Ministry of higher Education and Scientific Research, UAE, A2023
Bahrain	Not available	18	State data form in university education
Qatar	Not available	19	State data form in university education
Saudi Arabia	291	67	Universities: Ministry of Education of Saudi Arabia, 1446 A.H.
			Institutes: General Technical and Vocational Training Corporation of Saudi Arabia, 2024
Kuwait	Not available	8	State data form in university education.
Oman	Not available	39	State data form in university education.
Libya	116	88	Ministry of higher Education and Scientific Research of the State of Libya, 2023.
Algeria	Not available	115	State data form in university education.
Jordan	Not available	43	State data form in university education
Tunisia	196	117	Ministry of Employment and Vocational Training of the Republic of Tunisia, 2025
Egypt	269	116	Central Organization for Public mobilization and Statistics of the Arab Republic of Egypt, 2023
Lebanon	Not available	51	Educational Center for Research and Development in the Lebanese Republic, 2023
Palestine	17	33	Ministry of Education and higher Education of the State of Palestine, 2025
Morocco	207	24	State data form in university education
Iraq	Not available	49	State data form in university education
Comoros	Not available	Not available	
Syrian	Not available	38	State data form in university education
Mauritania	Not available	17	Ministère de l'Enseignement supérieur et de la Recherche scientifique, 2022.
Sudan	Not available	62	Ministry of higher Education and Scientific Research of the Republic of Sudan - official website

Djibouti	Not available	1	Oxford Business Group, 2023.
Yemen	Not available	38	Ministry of higher Education and Scientific Research , Republic of Yemen, 2025A.
Somalia	Not available	111	Ministry of Education, Culture and Higher Education of Somalia, 2022.
Total	1109	1126	

The table shows that statistics on technical and technical institutes in the Arab countries were not readily available in a large number of Arab countries, and only 7 Arab countries were able to statistically count this report from official sources. However, its presentation in this report illustrates the side picture of technical education in the Arab countries. There are 1109 technical institutes or centers in these countries that offer intermediate post-secondary technical education, with an average of 158 institutions per country. The number of these centers ranges from just 13 in the UAE to 291 in Saudi Arabia.

In comparison with the number of university institutions in the Arab countries that offer education at the bachelor's level and above, the table shows the availability of statistics for 21 Arab countries, a total of 1126 university institutions, with an average of 53 university institutions in one country. The number of such institutions ranges from one in Djibouti to 117 in Tunisia.

By comparing technical education and university education in the countries for which data are available on these two fields of higher education, the Arab countries can be divided into two groups:

The first group: Technical and applied sciences institutes are more than university institutions, and these countries are: The Kingdom of Morocco (207 institutes/24 universities), Saudi Arabia (291 institutes/67 universities), the Arab Republic of Egypt (269 institutes/116 universities) and finally, at lower rates than their counterparts, the State of Libya (116 institutes/88 universities) and the Republic of Tunisia (196 institutes/117 universities). The dependence of these countries on technically and technically skilled middle-aged workers is expected to be an important reason for the spread of such institutes. However, the absorptive capacity of these institutes must be taken into account; It is assumed that they are far below the capacity of university institutions because of the multiplicity of colleges and educational programs they offer.

- In the **Kingdom of Morocco**, vocational training institutions constitute a major weight in higher education, having absorbed approximately 96 thousand students in 23/24 (higher Education Data form, 2024). However, this number of students does not exceed 8% of the total students enrolled in higher education.

- In **the Kingdom of Saudi Arabia**, about 286 thousand students attend technical and technical institutions, colleges and institutes to obtain the technical diploma or the intermediate diploma after secondary school. The competencies of these students vary between marketing, management, secretarial, banking, software, health and nursing, engineering and metal trades. this number is equal to 18% of the students enrolled in university education (Ministry of Education in Saudi Arabia, 1446 AH).
- In **the Arab Republic of Egypt**, technical institutions vary between higher private institutes and higher than average technical institutes, both public and private, and provide technical and technical education to approximately 942,218 students in 2023 (Central Organization for Public mobilization and Statistics of the Arab Republic of Egypt, 2023B, Table 212, Table 213). these students can be a labour force for industry, agriculture, and trade, yet they account for 27.6% of the students enrolled in Egyptian universities.
- The number of students in technical institutes in **the State of Libya reached** about 84 thousand students (Ministry of Planning of the State of Libya, 2024). These institutions comprised 20.6% of the total students in higher education in 22/23, and the levels of these institutions vary between faculties and higher technical institutes, offering different specialties for middle and higher professions such as medical, agricultural, electricity and tourism (Ministry of higher Education and Scientific Research in Libya, 2023). No statistical information was available on the number of students in technical education in the Kingdom of Bahrain and the Republic of Tunisia.

The second group: The countries where university institutions are significantly more than technical and applied sciences institutes, these countries are: The United Arab Emirates (13 institutes/72 universities) and the State of Palestine (17 institutes/33 universities). These two countries are considered to be different in their economic level and social context, and this number is related to the educated absorption of each of these institutions.

- In the United Arab Emirates, higher Colleges of Technology in the UAE are the largest institution of higher education in the UAE, leading in applied and technical education, and include seven different colleges offering programs from diploma to bachelor level in various specialized programs such as management, applied media and computer science. In 2024/2025, about 5200 students were enrolled at the diploma level in these colleges, in addition to a number of multidisciplinary institutes and academies such as the National Institute for Vocational Education (NIVE)) (Ministry of higher Education and Scientific Research in the United Arab Emirates, B2023).
- In **a Palestinian state**, intermediate institutes have about 5650 students, with an average of 330 students in one institute or center. The total number of students is only 4% of the total enrolled in Palestinian universities. These institutes include the public and private community colleges of UNRWA (Ministry of Education and higher Education of the State of Palestine, 2025).

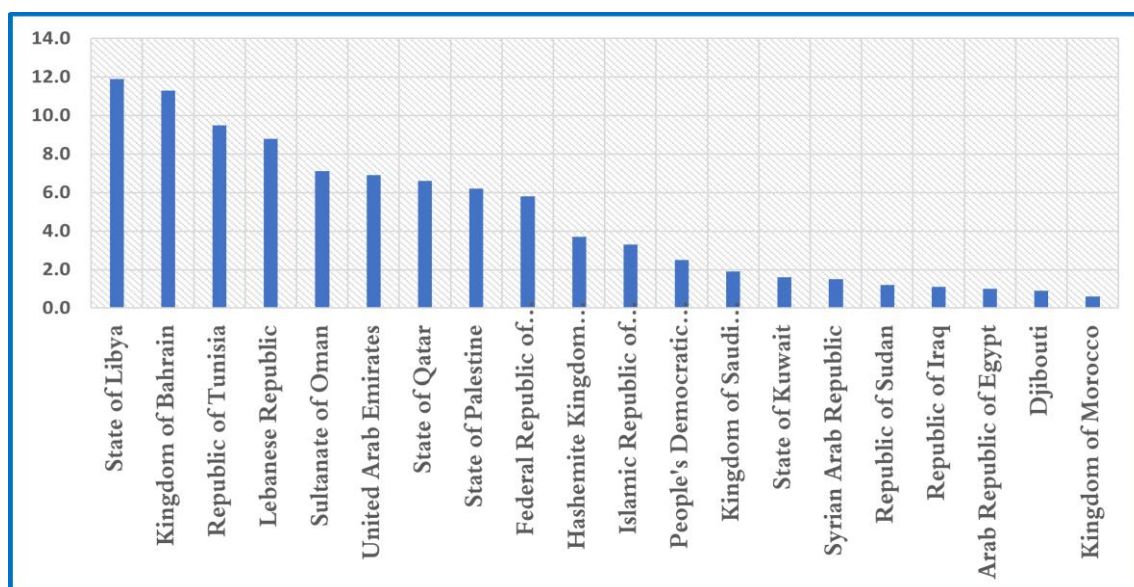
The above analysis highlighted the technical and applied education after the secondary level, and the data presented reflect the attraction of this educational field to a segment of students

that vary between Arab countries, and the number of institutes and centers varies significantly. however, it is a large sector that occupies an area of interest in educational systems that regulate the frameworks and policies of this system and develop systems to ensure its quality and appropriate frameworks for educational qualifications, as we will review in the following analysis.

As for the institutions of university education, the table above shows that in 21 Arab countries there are 1126 universities. The countries of Africa account for the largest number of these universities with 651 universities (57.8%), led by the Republic of Tunisia (117), the Arab Republic of Egypt (116) and the People's Democratic Republic of Algeria (115), then the Republic of Somalia (111), then the State of Libya to 88 universities, the Republic of Sudan to 62 universities, and 24 in the Kingdom of Morocco. it was only 17 in the Islamic Republic of Mauritania, and there is only one university in the Republic of Djibouti. Private sector institutions in the Arab countries dominate the African continent with up to 62% of all university institutions.

The total number of educational institutions in the Arabian Peninsula and the Fertile Crescent region is 475 universities. The number of universities varies among these countries, with Saudi Arabia leading with 67 universities, the United Arab Emirates with 72 universities, 51 in the Lebanese Republic, and 43 in the Hashemite Kingdom of Jordan. The number of universities in the rest of the countries ranges from only 8 universities in Kuwait to 38 in the Syrian Arab Republic and Yemen and 39 in Oman. The participation of the private sector in the Asian part of the Arab countries increases to 70.8% of the total university institutions. In the following sections we will discuss the level of absorption in these institutions and the educational programs they offer.

This disparity also reflects a similar level of disparity in the educational opportunities available to students in higher education: As there are university institutions and as diverse as the learning programs available to students, the choices are available to members of the community, and the cost of this opportunity is reduced for the learner as the availability and diversity of supply allows the cost of study to be reduced. These opportunities can be estimated by counting the number of university institutions per million population In the Arab countries, this is shown in Figure 37.



Source: Population data for Arab countries: World Bank Group, 2022A.

Data on university institutions: Table 5.1

Figure 37: Number of university institutions per million inhabitants in the Arab countries

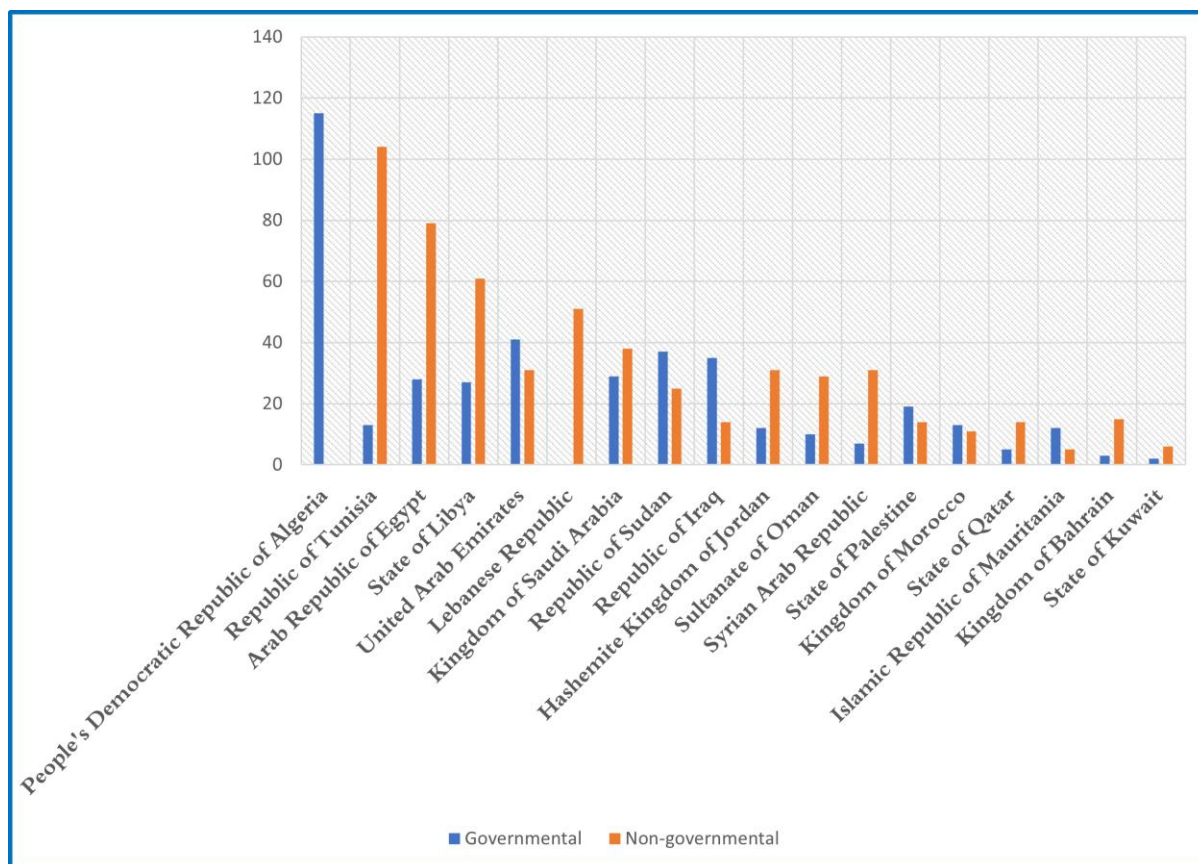
The following conclusions can be drawn from the above figure:

The rates of university institutions per million inhabitants in the Arab countries vary significantly, with Libya and the Kingdom of Bahrain leading the highest rate of university institutions (11.9) and (11.3) respectively, while Morocco ranks at the end of the list with the lowest rate of institutions (0.6). Clearly, this disparity cannot be explained by single factors. These States differ substantially among themselves in their level of national income, economic status, cultural diversity of the population and the proportion of non-citizens who may represent a significant proportion of the labor force. In general, the proliferation of private sector institutions in oil countries is a strong factor in the high rate of university institutions per million inhabitants, as these countries encourage foreign and private higher education institutions to enter as a partner in this sector. The situation is different in both the State of Palestine and the Federal Republic of Somalia, where the rate of institutions per million inhabitants is high, the first is a country that is subject to the Israeli occupation and depends on the assistance provided by international agencies, civil society organizations and civil society institutions to advance the education sector at various levels. Somalia is a low-income country that relies on private institutions to meet the demand for education, with only one national university compared to 110 institutions across the country. However, the effect of the common factor among these countries remains clear: The participation of private sector institutions in higher education. This factor seems to contribute significantly to meeting the demand for higher education by members of society.

In the countries that are at the end of the list in terms of the average number of institutions per million people, with the exception of Kuwait, which is a country rich in financial resources and attracting foreign labor force, it has a high population size compared to other countries. a number of them are middle- and low-income countries (UNDP, 2025), in addition to their wide geographical range, which may be a factor in the difficulty of expanding university institutions geographically to meet demand in different regions. In the context of the above, it can be said that the ministries of higher education in these countries should work to expand the scope of national and private universities and encourage the private sector to invest in the establishment of private university institutions as a new way of horizontal expansion in education and meet the demand for higher education in these countries.

1. 2 Private sector contribution to university education:

The economic and technological developments have imposed a number of challenges and difficulties for state university institutions, namely the ability to provide various scientific disciplines that are emerging as the professions of the future. This is in addition to the high cost of higher education and the desire of Arab governments to meet the need of higher education graduates to encourage the private sector to invest in higher education or enter with the government as a partner in higher education in the Arab countries. Private sector investment in higher education today forms a large part of the system of this sector in the Arab countries, and figure 38 shows the distribution of university education institutions between the public sector and the private sector in a number of Arab countries for which data are available in this field.



Source: See Appendix (5-1) for the number of public and private university education institutions in the Arab countries with data sources for each country

Figure 38: Distribution of university education institutions by sector (public and private)

It is noted from the above figure that the private university sector constitutes a large proportion in many Arab countries. The Republic of Lebanon is the only country in which the private sector owns all university institutions. Private institutions make up the majority of the university education system, led by Tunisia (89%), Bahrain (83%) and the Syrian Arab Republic (82%).

On the other hand, all university institutions in the People's Democratic Republic of Algeria are affiliated with 100% of the government, and public universities in the Republic of Iraq and the Islamic Republic of Mauritania (71%), and in the Republic of Sudan (60%), see also Appendix (5-1) for the number of public and private university education institutions in the Arab countries.

It is highly expected that private sector investment in education in general and higher education in particular will help to enhance educational opportunities and expand the fields of education available to many students who have not been able to attend public universities. It also opens the field for higher education in general to offer quality competitive education and open new disciplines that are consistent with the requirements of the times and the needs of society. A descriptive survey of a number of Arab countries has been completed; The Kingdom of Saudi Arabia, the Arab Republic of Egypt, the Republic of the Sudan and the Hashemite Kingdom of Jordan, carried out by the Regional Center for Quality and Excellence in Education, on the role of the non-governmental private sector in achieving the quality of higher education in the Arab countries. non-governmental education in these countries has contributed to increasing the quality of education outputs and increasing the demand of the labor market for them, as well as the academic programs offered by these institutions work to develop personal skills such as communication, English language proficiency and the use of modern technology, which contributes to the acceptance of graduates in the labor market. However, the study also indicates that the role of non-governmental institutions in scientific research is still weak, with fewer postgraduate programs in most disciplines (Regional Centre for Quality and Excellence, 2019). The proliferation of private university education institutions, in addition to controlling the process of this expansion, requires the application of appropriate institutional accreditation measures to meet the requirements of economic development in the country and ensure the quality of education for the programs offered. In the State of Libya, for example, the draft National Strategy for higher Education and Scientific Research document indicates the incompetence of educational institutions in the private sector, not only in terms of buildings and facilities, but also in terms of the competence of the teachers assigned to these institutions. It is also pointed out that investment in university education does not reflect a vision of social investment as much as a commercial investment aimed at profit (Ministry of higher Education and Scientific Research, State of Libya, 2023).

The participation of the private sector in higher education in general has several positive functions for the Arab States; In terms of expanding and diversifying learning opportunities and education programs, spreading competition to provide the best, as well as attracting, supplying and benefiting from international and international expertise in the development of higher education programs. However, this is one of the challenges facing educational systems in terms of accreditation, monitoring, follow-up and implementation of scientific studies that discover strengths, support them and weaknesses and address them first.

1. 3 Official measures to regulate and ensure the quality of university education:

The expansion of education in general and the proliferation of university education institutions have contributed to the governments of the Arab countries to review and modernize their higher education systems. The issue of accountability of higher education institutions was the top priority of educational systems in the Arab countries with the opening of university education to the outside world, the association of many private university institutions in the Arab countries with foreign universities, and the increase in demand for high-level education outputs

that are competitive in the labor market. this prompted the adoption of approaches to institutional accreditation and educational programs, which enhance the image and performance of these institutions. The Arab countries have made significant strides in this area by promulgating laws, drafting appropriate regulations and taking practical steps toward the formation of special regulations to ensure and adopt higher education programs and to monitor quality in the education sector. A number of Arab countries have also developed criteria for evaluating educational programs in accordance with the latest international standards, investigating the strengths and weaknesses of these programs, and taking appropriate measures to correct the tracks. Identifying these efforts is important to uncovering the infrastructure available to achieve quality education in university institutions in the Arab countries. The measures we will review in this section include:

- Establishing specialized bodies responsible for granting academic, institutional and program accreditation to higher education institutions based on standards of quality and institutional performance.
- Setting standards for academic accreditation ⁴³ (for university institutions that ensure that the educational institution meets the minimum administrative, organizational and professional requirements of the institution and the programs it offers.
- The framework of scientific qualifications, which defines the knowledge, skills and competencies associated with the scientific qualification, allowing the assessment of these qualifications based on common criteria, which contributes to linking education to the labor market as well as linking higher education programs in various university institutions at the national, regional and international levels.

Table 41 shows the most important organizations established by a number of Arab countries to ensure the quality of performance in higher education in general in their educational systems, which is an important indicator of the most important mechanisms governing the higher education system and at the same time opens the way for meaningful career development.

⁴³ – Academic accreditation is "the set of procedures and processes carried out by the accreditation body in order to ensure that the institution has met the quality conditions and specifications approved by the evaluation institutions and that its programs comply with the declared and approved standards and that it has a list of quality assurance and continuous improvement of its academic activities in accordance with the announced controls" (Ababtain and Samour, 2019).

Table 41: Official regulations related to quality assurance of higher education in the Arab countries and frameworks for scientific qualifications

The State	The presence of accreditation authority o	Criteria for academic accreditation	Qualifications frameworks	Source
United Emirates	√	√	√	Commission for Academic Accreditation in the United Arab Emirates. The official site
Bahrain	√	√	√	Education and Training Quality Authority of the Kingdom of Bahrain, 2023
Qatar	√	√	√	Ministry of Education and higher Education of Qatar. The official site
Saudi Arabia	√	√	√	Education and Training Evaluation Authority of Saudi Arabia. The official site.
Kuwait	√	√	√	National Agency for Academic Accreditation and Quality Assurance of Education. The official site.
Oman	√	√	√	Oman Authority for Academic Accreditation and Quality Assurance of Education in the Sultanate of Oman. The official site.
Libya	√	√	√	National Center for Quality Assurance and Accreditation of Educational and Training institutions in the State of Libya. The official site.
Algeria	√	√	Data not available	Directorate of Planning and foresight of the Ministry of higher Education and Scientific Research of the Algerian Republic. The official site.
Jordan	√	√	√	Accreditation and Quality Assurance Commission of the Hashemite Kingdom of Jordan, 2025
Tunisia	√	√	√	Official major of the Republic of Tunisia, 2022
Egypt	√	√	√	National Authority for Quality Assurance and Accreditation of Education in the Arab Republic of Egypt. The official site.
Lebanon	Project to create a body	Standards of Licensing	Committee of Equations	Ministry of Education and higher Education of the Lebanese Republic. The official site.
Palestine	√	√	√	National Authority for Accreditation and Quality of higher Education institutions in the State of Palestine. The official site.

Morocco	√	√	Data not available	National Agency for Quality Assessment and Assurance of higher Education and Scientific Research in the Kingdom of Morocco, 2020.
Iraq	√	X	X	Government of Iraq, 2022
Comoros	Data not available			
Syrian	√	√	Data not available	National Authority for Quality and Accreditation in higher Education in the Syrian Arab Republic, 2024
Mauritania	√	An internal unit in each institution	Data not available	Ministry of Education, Scientific Research and Information and Communication technologies of the Republic of Mauritania, 2020
Sudan	Data not available			
Djibouti	Data not available			
Yemen	√	√	Data not available	Ministry of higher Education and Scientific Research of the Republic of Yemen, 2025B.
Somalia	Data not available			

It is clear from the above table that most Arab countries have established the necessary structures for academic accreditation of university institutions (16 countries have competent accreditation and quality assurance bodies). These bodies may be different at the administrative levels and independence; Some of them were established as independent bodies (in the United Arab Emirates, the Kingdom of Bahrain, Saudi Arabia, the State of Kuwait, the Sultanate of Oman, the State of Libya, the Hashemite Kingdom of Jordan, the Republic of Tunisia, the Arab Republic of Egypt and the State of Palestine, the Kingdom of Morocco, the Syrian Arab Republic and the Islamic Republic of Mauritania), some of which have been established as committees or councils of the relevant ministries (in the State of Qatar, the People ' s Democratic Republic of Algeria and the Republic of Yemen), while projects exist to establish accreditation bodies or agencies in both the Lebanese Republic and the Republic of Iraq. The establishment of these organizational structures is an initiative toward framing the public university higher education system and establishing reference guides for educational programs to meet the required limits of quality, and enhancing the image of university education in society and the confidence of employers in the outputs of this education.

The establishment of the necessary structure for accreditation and quality assurance in any country is linked to the clear identification evidence and standards that match the international standards in force for institutional accreditation in institutions of university education, as well as the frameworks that are presented transparently to the educational community about the level of programs offered by universities and the certificates granted. The table (5-2) shows that countries that have completed the establishment of competent accreditation bodies meet

the academic accreditation standards and frameworks for academic qualifications at university institutions. An example is the QFEMIRATES national qualifications system in the UAE, which assesses education outcomes across three levels; They are general education, higher education and technical and vocational education and training, which link levels of general, vocational and university education, allow for transition from one level to another and from one institution to another and promote innovation and academic and professional excellence. It also provides a skilled workforce capable of meeting the demands of the knowledge economy and global competitiveness (UAE Ministry of higher Education and Scientific Research, 2024). The National qualifications Framework in the Kingdom of Bahrain, which is based on education outcomes and covers all sectors of education and training and all types of formal, non-formal and informal learning in the Kingdom, and the National qualifications Framework in the Kingdom of Saudi Arabia, which is a comprehensive system for the design and organization of qualifications. it is housed within eight qualification levels and describes learning outcomes at each level according to the knowledge, skills and values targeted. The National qualifications Framework in the Hashemite Kingdom of Jordan ranks all levels, types and degrees associated with formal or informal education programs in a 10-level hierarchy for both academic and professional tracks in the Kingdom.

The People ' s Democratic Republic of Algeria relies on a different quality control and assurance mechanism. The Ministry of higher Education and Scientific Research, the Directorate of Planning and Prospecting, is responsible for accreditation and quality assurance, perhaps because university institutions are all State-owned and not private. The Ministry has adopted an internal control system based on the national reference framework for quality assurance. Quality control is carried out by the Ministry through the formation of a unit of quality assurance in each university institution. These cells carry out the self-evaluation process and act as a link between their institutions and the bodies of the Ministry of higher Education and Scientific Research (Directorate of Planning and foresight of the Ministry of higher Education and Scientific Research of the Algerian Republic, official website). The Mauritanian higher Education Quality Assurance Authority also follows the same method of establishing internal quality assurance cells in university institutions, which work in coordination with the Quality Authority through self-assessment. This approach may be justified, since most university institutions in the Mauritanian Republic are public rather than private, and therefore there are central pre-requisite procedures that provide organizational and educational guarantees for these institutions when they are prepared in accordance with the standards adopted in the State. Nevertheless, the provision of independent, objective systems to ensure quality in university institutions remains crucial, especially if the number of such institutions is increased, as is the case in the Algerian Republic (115 university institutions).

On the contrary, the Lebanese Republic adopts its own policy, in which all university education institutions follow the private sector. in the absence of an independent accreditation and quality assurance body, the State has imposed a quality control system that requires each university institution to subject itself and its programs at its own expense to self-evaluation and external evaluation by accredited bodies, in order to obtain institutional accreditation or accreditation for its programs. These institutions are thus responsible for obtaining accreditation from

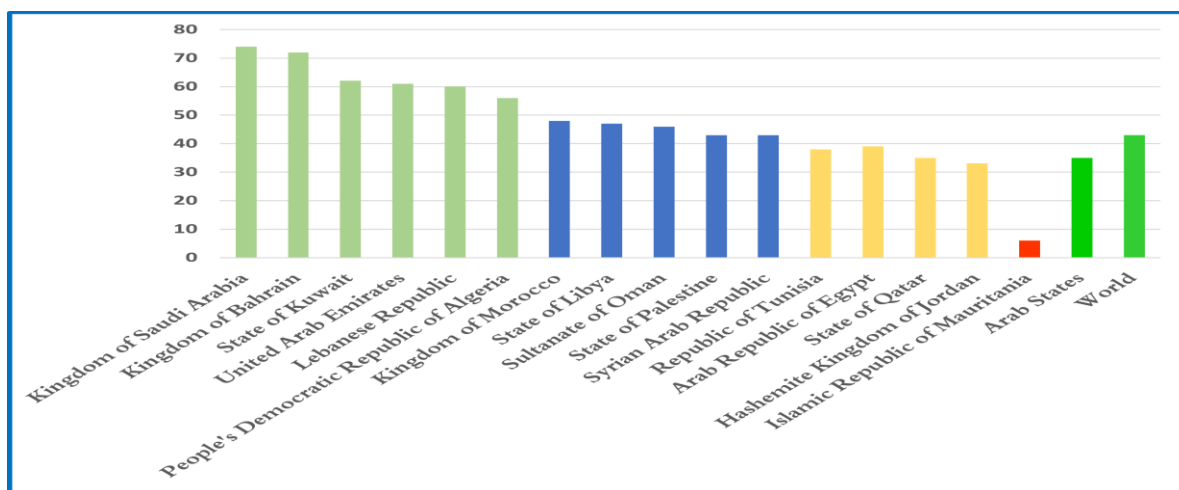
internationally recognized and accredited independent entities. The five-year plan for higher education in the Lebanese Republic has set out a future program for the establishment of a national quality assurance authority under the strategic focus of promoting and ensuring quality. It has also approved a program for the development of a national qualifications framework (Ministry of Education and Higher Education of the Lebanese Republic and UNESCO, 2023).

It may be true that the formation of bodies for the accreditation and monitoring of institutions of university education will result in a functional outcome to improve the performance of these institutions, but this always depends on the objectives of the competent accreditation bodies, the policies adopted and the mechanisms adopted in this area, as well as on the performance standards, the manner of their application and the method of monitoring the performance of university institutions. These entities are supposed to conduct studies or survey programs about the final product or output of the university institution as a functional indicator of performance. Many quality assurance institutions in Arab countries still lack independence in their roles. Its practice focuses on assessing and monitoring the inputs of educational processes and education programs, often through visits or surveys of sample students rather than evaluating their achievements and the extent to which education outputs are adapted to the requirements of the labor market (ESCWA, 2024a).

1. 4 Demand for university education in the Arab countries.

The institutions of university education in the Arab countries attract about 11 million and 339 thousand students according to the data recorded in the data forms of the Arab countries or in their statistical and annual reports on the websites, but this number will be higher if education and training is included in institutions and institutes a large number of students go to these institutions after graduating from secondary school, but there was no data to account for the numbers of these students in all Arab countries. The higher education sector in the Arab countries has witnessed a wide spread since the beginning of this century, with the number of students enrolled in this education jumping by about 4.6 million students during the first ten years of the current century. While this number was 7.6 million in 2008/2009, it jumped to about 12 million at the beginning of the decade (Al-Amin, 2024, p. 39). The data also show that the number of students per 100 thousand population is approximately 2800, but this rate is still lower than the rates in other regions such as North America (5769) and East Asia (3146) (Al-Amin, 2024, p. 39). The educational opportunities available to young people to attend higher education also vary according to the university institutions available to them and the conditions and requirements of admission, as well as the ability of individuals to bear the costs of university education, which is high for other levels. Figure 39 shows the enrollment rates in higher education in the Arab countries according to World Bank sources, which is equivalent to the total number of students enrolled in higher education, regardless of age, expressed as a percentage of the total population in the five-year age group following completion of secondary

education (18-22). According to World Bank data, the average enrollment rate in the Arab countries for 2022 and 2023 is 35%, below the global average of 43%.



Source:

- World Bank Group, 2023E (data from 2022–2023, excluding the Syrian Arab Republic, which dates back to 2019)
- State of Libya: Ministry of Planning of the State of Libya, 2024, p. 50

Figure 39: Gross enrollment rate in higher education in the Arab countries

From the reading of the above figure, it can be concluded that there are three levels of systems in higher education:

- Countries that have managed to provide higher education opportunities to most young people in the corresponding age group, with participation rates greater than 50%. These countries are Saudi Arabia, the Kingdom of Bahrain, the State of Kuwait, the United Arab Emirates and the Lebanese Republic. the People's Democratic Republic of Algeria.
- Countries that have managed to provide higher education opportunities to a group of young people with an average exceeding the global average (43%) but below 50%: The Kingdom of Morocco, the State of Libya, Oman, the State of Palestine and the Syrian Arab Republic.
- Countries that have managed to provide higher education opportunities with an average below the global average but equal to the Arab average are the Republic of Tunisia, the Arab Republic of Egypt, the State of Qatar and the Hashemite Kingdom of Jordan.

The Islamic Republic of Mauritania deviates from this general rule of these three groups, with the enrollment rate in university education not exceeding 6%. This finding prompts questions

about university education in this country, which is a middle-income country but more than 45% of its population are considered poor from a multidimensional poverty perspective. the population of Mauritania is estimated at 4 million, of whom approximately one fifth are young people aged 15 to 24 (Ministry of higher Education and Scientific Research of the Republic of Mauritania, 2022). Three ministries in the Mauritanian Republic play a role in the higher education sector; It is the Ministry of higher Education and Scientific Research, the Ministry of Employment and Vocational Training, and the Ministry of Islamic Affairs and original Education. The capacity of higher education institutions is weak for graduates of secondary education, and higher education has poor retention rates, with high rates of pre-graduation drop-out and low external effectiveness for graduates whose skills do not meet the needs of the labor market. The strategy for higher education in the Republic of Mauritania has been directed to addressing these challenges and has set reform and development plans, namely, increasing the capacity of institutions, increasing the allocation of higher education and improving governance in the management of these institutions. it has also been directed at improving the internal efficiency of university education institutions, including the proper use of material and human resources, while improving student living conditions through the provision of grants, housing, health, transportation and other services (Ministry of higher Education and Scientific Research of the Republic of Mauritania, 2022).

When analyzing these statistical data of the student population in university education in the Arab countries according to sex, we will find that the percentage of females constitutes 53% of the total students. However, these percentages vary from State to State, as shown in table 42.

Table 42: Number of students at university institutions in Arab countries by sex

The State	Male	Female	Total	females in %
United Arab Emirates	52,048	87,108	139,156	63
Kingdom of Bahrain	22981	31329	54,310	58
State of Qatar	18826	24608	43,434	57
Saudi Arabia	819,711	800,780	1,620,491	49
State of Kuwait	32760	56121	88,881	63
Sultanate of Oman	68,413	87,939	156,352	56
The State of Libya	174,730	231,741	406,471	57
People's Democratic Republic of Algeria	557976	869550	1,427,526	61
The Hashemite Kingdom of Jordan	220721	263032	483,753	54
Republic of Tunisia	112,467	193,168	305,635	63
Arab Republic of Egypt	1,748,551	1,662,890	3,411,441	49
The Lebanese Republic	Data not available		224,229	
State of Palestine	46,409	90,068	136,477	66
Kingdom of Morocco	513,554	631,599	1,145,153	55
Republic of Iraq	343,975	370,997	714,972	52
Comoros Islands	Data not available			
Syrian Arab Republic	335,903	410,383	746,286	55
Islamic Republic of Mauritania	18,450	11,703	30,153	39
Republic of the Sudan	Data not available			
Republic of Djibouti	Data not available		11,000	
Republic of Yemen	37,959	23,475	61,434	38
Federal Republic of Somalia	80,681	51,015	131,696	39
Total	5,210,158	5,863,141	11,308,528	52

Source: Arab States Data form in University Education, except:

- United Arab Emirates: Statistical Centre for the Cooperation Council for the Arab States of the Gulf, 2025.
- Saudi Arabia: Ministry of Education of Saudi Arabia, 1446 A.H.
- State of Libya: Ministry of Planning of the State of Libya, 2024.
- Republic of Tunisia: Ministry of higher Education and Scientific Research of the Republic of Tunisia, 2023.
- Arab Republic of Egypt: Central Organization for Public mobilization and Statistics of the Arab Republic of Egypt, 2023B.
- State of Palestine: Ministry of Education and higher Education of the State of Palestine, 2025.
- Islamic Republic of Mauritania: Ministry of Higher Education and Scientific Research, 2022.
- Republic of Yemen: Central Statistical Organization of the Republic of Yemen, 2024B.
- Republic of Somalia: Ministry of Education, Culture and Higher Education of Somalia, 2022

The above table shows a disparity in enrollment rates between the sexes in favor of girls in many Arab countries. Part of this disparity can be explained by the tendency of boys in many States either to enter the labor market immediately after graduating from secondary school or to technical education and training institutions, which offer specialized areas that are often more suitable for boys than for girls. This may also be due to the type of disciplines offered

by university institutions in the Arab countries that attract girls such as humanities, educational, social, arts and others, as we will see in the following sections.

From the previous table, it is shown that females constitute the majority of students in 13 Arab countries, starting with the Republic of Iraq and the Hashemite Kingdom of Jordan, where female students constitute 52% and 54% respectively, and the Kingdom of Morocco and the Syrian Arab Republic where they reach 55% in both countries. 56% in Oman, then 57% in Qatar and Libya, and 58% in Bahrain. It reaches 61% in the Algerian Republic and 63% in the UAE, Kuwait and Tunisia, and the maximum in the State of Palestine to reach 66%.

The ratio between males and females is roughly equal in Egypt and Saudi Arabia (51% for males and 49% for females) each. However, the proportion of females is lower than males in the rest of the countries, namely the Federal Republic of Somalia, the Islamic Republic of Mauritania (39%) and the Republic of Yemen (38%).

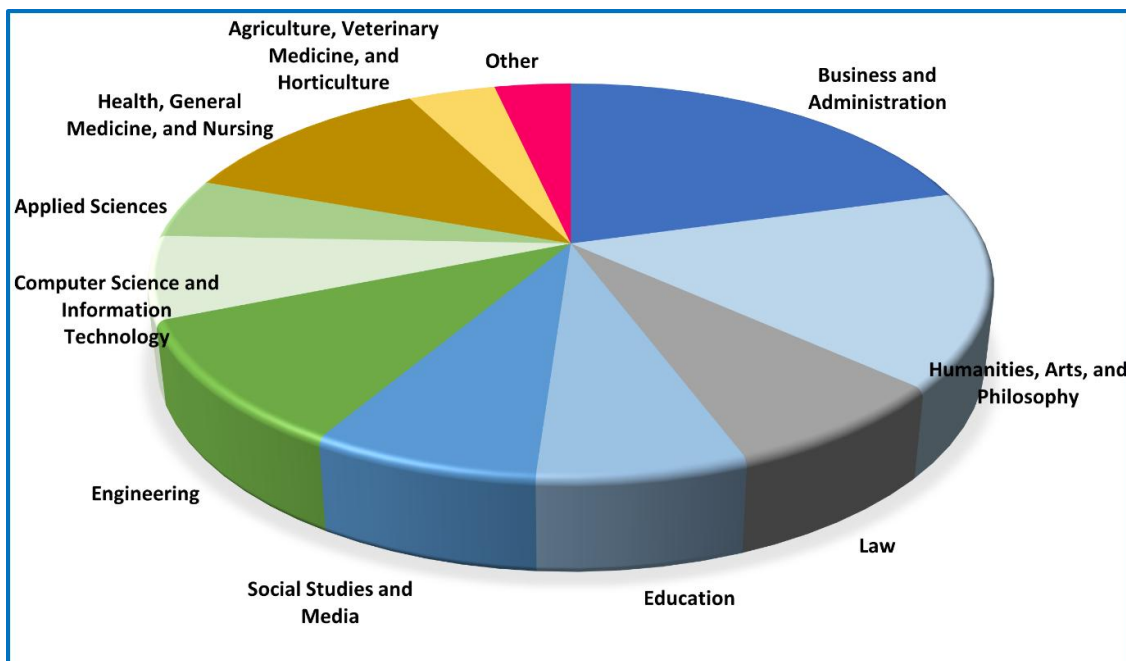
Although social and cultural conditions and the level of societal awareness in the Arab countries often dominate opportunities for education for girls and boys alike, it is difficult to say that the factors leading to gender disparity are the same in all Arab countries, each country has its own circumstances and the factors that control the levels of participation of girls or boys in university education. The proliferation of university institutions in the Arab countries and the quality of the programs they offer is also an important factor, as some scientific disciplines are an attractive factor for one gender.

1. 5 Educational programs available at university institutions in the Arab countries:

Target (4.4) drew the attention of the world ' s educational systems to the quality of higher education as called for in its text to achieve " by 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship " (UNESCO, 2016).

Higher education institutions are required to adapt their programs to these requirements, always taking into account the perspective of the future, which strives to visualize the expected movement of change, and to adapt their curricula and teaching and learning objectives to its expectations. The movement of change in contemporary life, in all its political, economic and social aspects, is fast and almost unpredictable, but there are indications of the contours of the future. The world today is witnessing the explicit manifestations of the Fourth Industrial Revolution, which appear to be based in a set of new disciplines that will produce a new set of professions, and these occupations will either require advanced intellectual and scientific skills, or they may abolish existing ones.

Reading the scientific disciplines provided by university institutions in the Arab countries, and learning about students' attitudes toward these disciplines will draw one of the features of higher education in these countries and provide some indicators on the role of this education in influencing the labor market and the economy in the future. Figure 40 shows the distribution of total students in 14 Arab countries according to the main specialization.



Source:

- State of Qatar, State of Kuwait, Sultanate of Oman, State of Libya, Republic of Algeria Hashemite Kingdom of Jordan, Kingdom of Morocco, Syrian Arab Republic: University education data form.
- Saudi Arabia: Ministry of Education of Saudi Arabia, 1446 A.H.
- Republic of Tunisia: Ministry of higher Education and Scientific Research of the Republic of Tunisia, 2023.
- Arab Republic of Egypt: Central Organization for Public mobilization and Statistics of the Arab Republic of Egypt, 2023B.
- Lebanese Republic: Educational Center for Research and Development in the Lebanese Republic, 2023
- State of Palestine: Ministry of Education and higher Education of the State of Palestine, 2025.
- Republic of Somalia: UNESCO & Federal Government of Somali, 2022

Figure 40: Distribution of students in 14 Arab countries according to the main disciplines of their studies

Figure 40 shows that more than half (58%) of students at university institutions specialize in humanities academic studies, which include humanities, philosophy, law, education, social studies, media, business and management, and it is likely that such disciplines will not find as many future careers in the world. this is directly reflected in the labor force balance and potential unemployment rates in the Arab countries. Engineering, computer science, technology and applied sciences are second only to theoretical academic disciplines, accounting for 22% of the total, followed by medicine, pharmacy, agriculture and veterinary specialties, which account for only 16% of the total students (see also Appendix 5-2, which shows the number of students by discipline for each country.)

The above reflects the quality of the programs offered by university institutions, most of which appear to be literary, humanitarian and social disciplines. These disciplines are inherently less expensive than engineering and medical scientific disciplines and require expensive scientific laboratories and equipment. In the next section, we will look at the reality of the distribution of students to scientific disciplines in each country separately, and try to discover the factors that are common to them and those that relate to the same country alone.

Table 43 shows the relative distribution of students among scientific disciplines in a group of Arab countries, for which data are available for students in university institutions by specialization and by sex. The disciplines presented in this table are divided into five groups:

- Business Administration and Law.
- Education and social and human studies.
- Medicine in all its branches, pharmacy, agriculture and the study of the environment.
- Engineering, applied Science and Technology.
- Other disciplines and includes with them the fine and applied arts.

Table 43: Percentage of students in university institutions by field of study and sex

The State	Sex	Business Administration and Law.	Education, Human Studies and Information	Medicine, Agriculture and the Environment	Engineering, applied Science and Technology.	Other	Total
Qatar	Female	40	33	2	17	8	100
Kuwait	Female	10.5	47	13	26.8	3	100
Oman	Female	34	27	6	28	5	100
Libya	Female	7	56	23	12	2	100
Algeria	Female	26	34	20.3	19.3	0	100
Jordan	Female	18	25	31	21	5	100
Tunisia	Female	24.8	34.5	12	22	7	100
Egypt	Female	23	42	21	11	3	100
Palestine	Female	0.6	33.6	21	38	7	100
Morocco	Female	37	38	6.8	17.8	0.5	100
Syria	Female	12.4	46.2	17	23	1	100
Qatar	Male	22	12	2	23	41	100
Kuwait	Male	16.1	40	3.2	38.3	2.4	100
Oman	Male	38.5	18.5	1	40	2	100
Libya	Male	20	34	16	28	2	100
Algeria	Male	37	19	9	32	3	100
Jordan	Male	26	12	23	34	5	100
Tunisia	Male	20	34	7	33	6	100
Egypt	Male	33	21	17	25	4	100
Palestine	Male	1	33	25	29	12	100
Morocco	Male	42	34	4	19	1	100
Syria	Male	17	23	18	42	0	100

Source:

- State of Qatar, State of Kuwait, Sultanate of Oman, State of Libya, People ' s Democratic Republic of Algeria, Hashemite Kingdom of Jordan, Kingdom of Morocco and Syrian Arab Republic: University education data form.
- Republic of Tunisia: Ministry of higher Education and Scientific Research of the Republic of Tunisia, 2023.
- Arab Republic of Egypt: Central Organization for Public mobilization and Statistics of the Arab Republic of Egypt, 2023B.
- State of Palestine: Ministry of Education and higher Education of the State of Palestine, 2025.

The above table shows that the course of humanitarian, educational and media disciplines is a desirable trend among a large percentage of female students in the Arab countries. There is also a tendency among female students in Qatar, Oman and the Kingdom of Morocco toward management studies and law, and toward engineering and applied sciences in the State of Palestine. These trends can be explained by the dominant humanitarian and educational disciplines among female students for a range of variables, the first of which is the nature of the Arab girl, who, by virtue of her culture, tends to move toward these social and humanitarian disciplines, which guarantee her a career that is compatible with the culture of society. The professions to which such disciplines lead are more job-secure and stable than other professions such as medicine and engineering.

The trends of students in university education institutions vary from country to country. A large proportion of students go to engineering, technical and natural sciences in the State of Kuwait, the Sultanate of Oman, the Hashemite Kingdom of Jordan, the People ' s Democratic Republic of Algeria, the Republic of Tunisia and the Syrian Arab Republic. At the same time, there are also large proportions of students in a number of these countries, which tend toward education, human studies and media studies, namely Kuwait, Libya, Tunisia, the State of Palestine and the Kingdom of Morocco.

There is a different situation in the State of Qatar, where the largest proportion of students (41%) go to other different disciplines, which in addition to arts and music include interdisciplinary fields and disciplines, education and foundation programs, as stated in the country data form. Private education institutions in the State of Qatar are a clear mixture of government and private sector institutions and semi-government institutions that are mostly branches of foreign or Arab universities and are newly established institutions (Qatar Data form). This diversity has allowed the entry of institutions of various disciplines into the university education sector, and because this sector is almost newly established in the country, the prospects for change and development will be more likely than in other countries.

The table shows that there is a clear disparity between boys and girls in the demand for medical and health specialties. The percentages of girls tend to be higher than boys in most Arab countries. The proportion of all male students enrolled in these disciplines in the countries mentioned in the above table is 14% of the total students enrolled in university institutions, compared to 18% for girls. There may be an explanation for these differences in the quality of the disciplines offered at university institutions in these countries, which may be more acceptable among girls than boys. Other options and specializations more suited to boys than girls can be found in these institutions, especially in the technical and applied faculties of university institutions, which may attract male students to study.

Reading the above trends of students, which show a greater trend toward certain disciplines and a decline in other disciplines, reveals the existence of problems in the balance of supply and demand in the higher education sector in the Arab countries. it calls for scrutinizing the options available to students in higher education institutions and the areas that help to align educational outcomes with the basic developments and needs of Arab societies.

The graduation of cohorts of students in disciplines that may not be absorbed by the labor market involves multiple social and economic dimensions and transformations, not least the problem of youth unemployment in the Arab world. Reports on the development and labor market in the Arab countries indicate that the youth unemployment rate in 2022 was 26.3%, well above the global average of 14%. Among young women, the proportion rises to 41.6 per cent (Economic and Social Commission for Western Asia (ESCWA), B2024). The problem of unemployment is one of the factors leading to further brain drain in Arab countries, where talented and creative people are forced to migrate abroad to seek suitable employment opportunities for them.

Skills development and quality education are integral to the political commitment of States to the 2030 Agenda for Sustainable Development. The target (4.4) emphasizes "substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship by 2030" (United Nations, 2015). The world today faces unprecedented challenges in various fields that will have a major impact on the education process at all levels and on the movement of the labor market and employment. One of the most important manifestations of these challenges is the massive digital change of economies and societies alike, which is likely to lead to the creation of new jobs and is one of the most important pillars of the Fourth Industrial Revolution, such as artificial intelligence and robotics, computer science and the Internet of things, three-dimensional printing and information security (Al-Mashhadani, 2022).

Artificial intelligence is one of the most important scientific revolutions of this era and has come to bring about a major change in various aspects of contemporary life; Universities should start from the moment to deal with this revolution and employ such discipline in the various paths of the educational process so that they can contribute effectively to human development. For this reason, diversification and flexibility in the scientific disciplines and the foresight of their branches will be one of the missions of universities in the future to keep pace with the requirements of the market and the national economy in their countries. Although the demand in the current labor market in the Arab countries may not fully reflect the skills of the Fourth Industrial Revolution, there is an urgent need to keep up with these global trends that are working to achieve long-term sustainability in employment opportunities (Economic and Social Commission for Western Asia (ESCWA), 2024b).

The movement of higher education in the Arab countries, however, points to serious and clear attempts aimed at keeping university education institutions abreast of the rapid technological and technical development in this era. This includes the introduction of new scientific disciplines that will be able to reshape the higher education system if it finds appropriate support and promotion from all fields. Table 44 provides a list of a number of scientific disciplines including artificial intelligence, cybersecurity, renewable energy, robotics (Mechatronics engineering) and nuclear engineering, which are promising future disciplines.

Table 44: Some contemporary scientific disciplines offered for study in university institutions in the Arab countries⁽⁴⁴⁾.

The State	Artificial intelligence engineering	Cyber security	Renewable energy	Robots	Nuclear engineering
United Emirates	Specialized university	Independent specializations at Bachelor and Master level	Renewable Energy Engineering at Bachelor level	Specialization in Mechatronics and Robotics Engineering, Bachelor level	Specializations and programs in nuclear engineering at bachelor, master and higher diploma level
Bahrain	A remote artificial intelligence diploma program	Bachelor level	Disciplines close to Renewable Energy with a Master's degree	Mechatronics Engineering Program	There is no direct nuclear engineering specialization
Qatar	Specialized computer programs	Bachelor and Master of Science in Cybersecurity	Bachelor of Science and Graduate Studies in Electrical Engineering	Related specializations	There is no specialization directly
Saudi Arabia	Bachelor and Master	Master of Cybersecurity	Specializations and programs in Renewable Energy	Mechatronics and robotics engineering as a discipline that integrates mechanical, electrical and computer engineering	Nuclear Engineering specialization at the Bachelor level in the Faculty of Engineering and Master in Nuclear Engineering.
Kuwait	Bachelor of artificial Intelligence	Bachelor of Cybersecurity	Programs "Power Systems" in the Department of Electrical Engineering	Bachelor in Mechatronics Engineering and Robotics.	There is no direct nuclear engineering specialization
Oman	Bachelor of Science in artificial Intelligence and Bachelor of Cloud Computing and Internet of things	Cybersecurity specialization at the level of Bachelor and Master in Cybersecurity.	Bachelor of Engineering Program in Energy Engineering	Bachelor of Engineering in Automation and Robotics Engineering	There is no direct nuclear engineering specialization
Libya	Specialized College of artificial Intelligence Technology -	The Master focuses on Networks and Cybersecurity	Bachelor of Renewable Energy Engineering, Master of New and Renewable Energy.	One of the programs of the faculties of science and technology in the fields of robotics, smart systems and industrial automation	There is no separate nuclear engineering department

⁴⁴ The information shown in this table comes from navigating extensively on the Internet at various sites, the most important of which are the websites of well-known universities in the Arab States and the websites of the ministries of higher education and scientific research. refer to the data sources on which artificial intelligence is based to form a clear picture of these disciplines and summarize them as much as possible in this table.

Algeria	Offered at an Algerian university and the duration of study is two years	A new school specializing in cybersecurity offers a Master in Cybersecurity	Specialized programs in "Renewable energies" at the first university level and Master.	There is currently no specialized department in robotics (Mechatronics engineering)	There are no bachelor's degree programs in nuclear engineering
Jordan	One of the specializations in the Faculty of Information Technology with a bachelor's degree.	Bachelor's Program in Cybersecurity	Renewable energy-related specializations and specialized programs in the Master's degree.	The program was established at a Jordanian university based on international (ABET) standards in its curriculum.	Nuclear Engineering major grants a bachelor's degree.
Tunisia	A university in artificial intelligence and technological engineering is expected to open in 25/26	Master in Cybersecurity at a specialized institute.	Bachelor programs in "Thermal Engineering and Renewable energies" or "Energy Engineering".	There is no specialization in robotics or mechatronics	There is currently no direct specialization in "nuclear engineering"
Egypt	Bachelor and Postgraduate in artificial Intelligence	Bachelor, Master and Doctoral programs in Cybersecurity	Programs for the study of renewable energy with theoretical study and practical application in specialized laboratories	Robotics and Mechatronics are specialized in engineering schools and in some specialized institutes.	A well-known university offers a program in nuclear and radiation engineering.
Lebanon	There is no data	He is in a university and teaches at a distance	Bachelor in "Renewable Energy Engineering" and tracks in Master for sub-disciplines.	Teaching is done as a subject within the Mechanical Engineering specialization.	There is no specialization in nuclear engineering in Lebanese universities
Palestine	The program is offered at 'foreign universities.	Bachelor's Program in Cybersecurity	Intermediate Diploma in Renewable Energy and Postgraduate Studies in "Renewable Energy Management".	Specialization of Robotics within the Bachelor of Mechatronics Engineering program	There are currently no programs for nuclear engineering
Morocco	Certificate of State Engineer in Digital Engineering and artificial Intelligence	Master in Cybersecurity and Digital Investigation	Bachelor and Master in Renewable Energy Engineering	There is currently no specific specialization in robotics or mechatronics engineering	There is no direct specialization in "nuclear engineering"
Iraq	Bachelor in artificial Intelligence from Engineering Schools	Program "Energy Engineering and Renewable energies" in the Department of Electromechanical Engineering	Program "Energy Engineering and Renewable energies" in the Department of Electromechanical Engineering	This specialization is offered within the programs of the Faculty of Engineering	There is no specialized department called "Nuclear Engineering"
Comoros	There is no data				
Syrian	Courses and in subjects engineering schools	Accredited diploma partnership with international organizations.	There is currently no independent specialization in engineering or renewable energy	Robotics-related specializations through Mechatronics Engineering programs.	There is no specialized department called "Nuclear Engineering"

Mauritania	No data available	It does not exist	Bachelor's level and degrees up to PhD.	There is currently no specialization in robotics (Mechatronics engineering)	There is no data
Sudan	There is no data				
Djibouti	There is no data				
Yemen	Bachelor in artificial Intelligence	Bachelor in Cybersecurity	Bachelor of Renewable Energy Engineering	Disciplines close to robotics such as "Mechatronics Engineering".	There is no data
Somalia	No data available	It does not exist	No data available	There is no specialization in robotics or mechatronics	There is no data

The table above shows that the university institutions offer contemporary scientific disciplines that conform to the requirements of the times with the levels of diploma and bachelor. It is noticeable through searching the websites of the web for the level of programs and colleges offered by them that the faculties of engineering and the faculties of information technology are the ones that embrace such disciplines due to the nature of the programs in these colleges. New majors are also offered in some universities as an independent specialization to obtain a degree at a bachelor's level or higher, or for a program or courses within a major specialization in engineering or information technology.

Since artificial intelligence is breaking into various aspects of life in societies until it has become itself a special wave of waves of digital transformation in this era, some Arab countries have been active in establishing universities and colleges specialized in artificial intelligence such as Mohammed bin Zayed University for artificial Intelligence in the UAE United Arab Emirates, Benghazi College of artificial Intelligence Technology in Libya, and the National higher School of artificial Intelligence in the People's Democratic Republic of Algeria.

The above reflects a positive image of higher education in the Arab countries, but this apparent picture must contain a scientific content that is commensurate with the effort exerted in its establishment and the expectations hoped for. This means that the learning outputs are actually able to meet the requirements of the future professions efficiently and effectively, and are actually able to contribute to scientific development and be a source of scientific production, not only in receiving knowledge and science from other sources. The only problem will not be at the level of scientific disciplines and the subdisciplines it contains, but also at the level of the precise skills provided to students, which must be compatible with the current modern developments, and it foretells a vast knowledge and scientific explosion, which everyone should be prepared for and able to deal with.

1. 6 Teaching staff in university institutions in the Arab countries:

Due to the limitations of this report and the available possibilities, a set of data on the teaching staff in institutions of university education in the Arab countries was completed, and the

number of Arab countries that met the required data (18) countries. Some incomplete data were also updated from other sources, including the websites of the relevant official bodies responsible for higher education in the Arab countries or from official or international reports.

The number of faculty members in the university institutions in these countries reached 485,614 professors and professors, 55% for males and 45% for females, with an average equal to 453 in one university institution. The distribution of faculty members in university institutions naturally varies among the Arab countries according to the number of institutions in each country, and the number of students in these institutions. Figure 41 shows the average number of students per teacher at university institutions in the Arab countries.

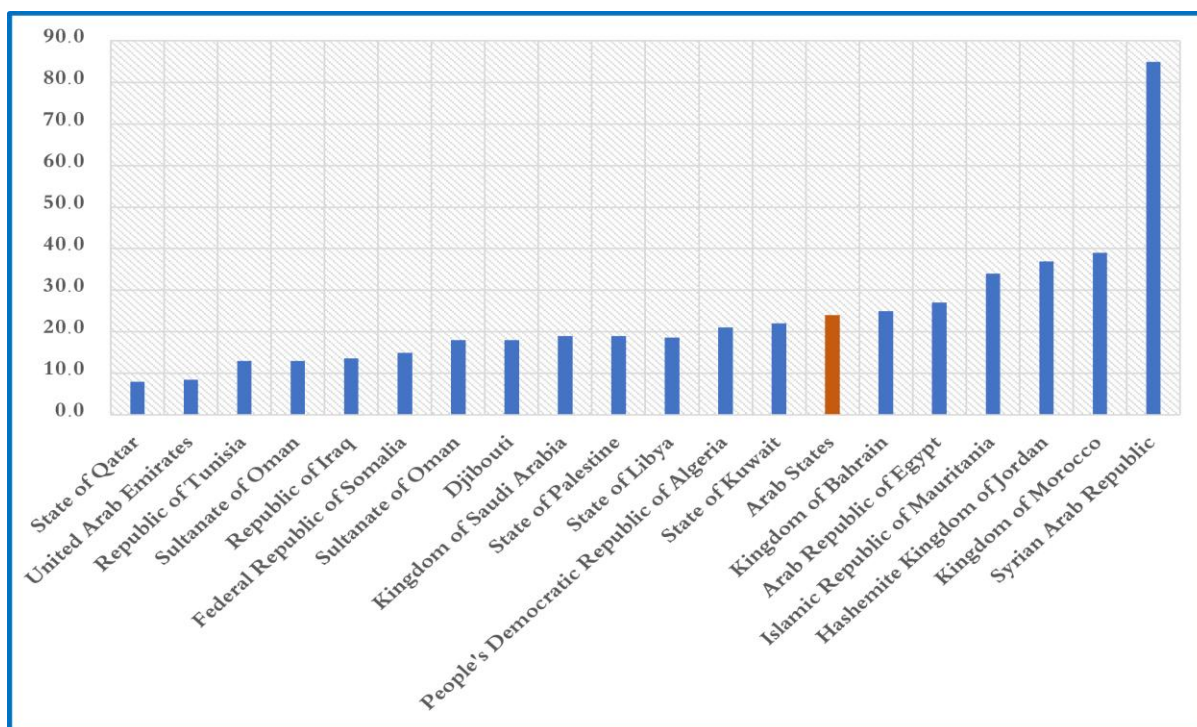


Figure 41: Number of students per teacher at university institutions in the Arab countries

The above figure shows that the overall average in a large number of Arab countries is close to the Arab average of 23 students. There is considerable variation among the Arab States themselves in the rate of students per teacher; It reaches the lowest number of 8 students per teacher in Qatar and the United Arab Emirates, rises to 39 students in the Kingdom of Morocco, and jumps to 85 students in the Syrian Arab Republic. Rates are also higher in the Republic of Mauritania (34 students) and the Hashemite Kingdom of Jordan (37 students). It is expected that student per teacher ratios within the same country will also vary, given the differences between institutions of higher education within each country between the government and

private sectors, or between different admission systems. or in offering different programs, some require low class density, while others can increase to large numbers of students, such as faculties of education, literature and social sciences.

Although the number of students per teacher may not in fact reflect the process of university education and teacher practices, this high density, which is higher than the known traditions of universities, may result in teaching practices that tend to indoctrinate, memorize and pedagogic fixed and deterministic knowledge. and about evaluation systems that value the certificate and undercut the applied knowledge and scientific research right. Scientific studies are held on the practices of educational bodies in university institutions with regard to teaching and research strategies as well as the manner of supervising graduate studies in the master's and doctoral degrees, which refers to the phenomenon of educational indoctrination in universities. it demonstrates the absence or scarcity of pedagogy of collaborative learning, problem-solving, discussion and debate in university institutions in the Arab countries, and is more prevalent in the faculties of business administration, education and political science due to the density of students in these disciplines and the nature of study (Al-Amin, 2024).

The distribution of teaching staff according to academic ranks reflects the quality of human resources in university institutions since these ranks are indicators of the levels of academic, scientific and research experience of teachers in these institutions. This is an essential part of the organizational structure of universities and reflects the professional development of academic teachers at the university, because the upgrading of the ranks track is carried out in accordance with certain requirements in the field of teaching and scientific research, including the completion of scientific research to academic standards set by the university. Table 45 shows the distribution of teaching staff by academic ranks in university institutions.

Table 45: Relative distribution of teaching staff in university institutions in the Arab countries by academic title

The State	Prepared	Assistant teacher	Teacher	Assistant Professor	Professor	Associate Professor	Senior Professor	Total
Bahrain	0.7		18.5	50.5	21.3		8.9	100
Qatar	9.2		34.8	42	9.2		4.8	100
Kuwait	21.7		28.9	27.5	5.5	16.4		100
Oman	11.4		50.1	16.5	9.2	8	4.8	
Libya	38.7		32.3	16.8	4.4	7.8		100
Palestine	34.5		26.8	29.3	3.4	6.1		100
Iraq		30.5	29.1	26	14.4		0.04	100
Syrian	24		33.9	18.9	23.1	0		100
Mauritania	40		35.5	20.8	3.7		0	100
Somalia	9.2		42.9	1.7	35	7.5	3.7	100

Source: Data Forms for Arab States in University Education, except:

- State of Libya: Ministry of Planning of the State of Libya, 2024.
- States of Palestine: Ministry of Education and higher Education of the State of Palestine, 2025.
- Islamic Republic of Mauritania: Ministère De L'enseignement Superieur Et De La Recherche Scientifique, 2022
- Federal Republic of Somalia: Ministry Of Education, Culture And Higher Education Of Somalia, 2022

The academic title in the previous table are organized from the lower to the higher level according to the academic norms known in the academic community in the Arab countries that adopt the same grades and their own designations. It is noted from the table that six levels are listed from the lower to the higher level: Teacher - Assistant Professor - Associate Professor - Associate Professor - Senior Professor.

The above table shows that the distribution of teaching staff in university institutions reflects a clear disparity between the Arab countries. On the one hand, there is a group of Arab countries where **the title of teaching assistants and teachers**, which is the level of holders of a bachelor or master 's degree, is considered the beginning of the academic ladder. over 30% of the total faculty are: Federal Republic of Somalia, State of Libya, and State of Palestine.

On the other hand, most of the teaching staff in the university institutions consist of **the title of teacher and assistant professor**, of holders of doctoral degrees who have spent more than five years in the teaching profession and have scientific publications as well as supervision of graduation projects and some different academic tasks. These cadres are the basic infrastructure of the teaching staff in universities and they are responsible for teaching and research tasks at the same time. This category ranges from 76.8% in the State of Qatar to 55%

and 53% in the Republic of Iraq and the Syrian Arab Republic respectively, and finally stands at 49% in the State of Libya and 44.6% in the Federal Republic of Somalia.

The Arab States also vary in the proportion of faculty members **at the rank of professor, which** is considered to be the intermediate rank among academic ranks and reflects important experiences gained in the university institution, and reflects various practices between academic teaching and scientific research and the exchange of experiences and can be considered as an important indicator of the potential of university research institutions and a tributary scientific production in it. The percentage of teaching staff in this rank varies among the Arab countries and is the lowest in both the State of Palestine and the Islamic Republic of Mauritania (3.4% and 3.7% respectively), with the highest percentage for this rank in the Federal Republic of Somalia at 35%.

It is noted that the rank system differs among the Arab States with regard to the advanced grades of associate professor and experienced professor; Some countries have only one rank, that of associate professor, as is the case in the State of Kuwait. Among the countries that have adopted the advanced level only, namely, the Kingdom of Bahrain and the State of Qatar, while the Sultanate of Oman has two ranks, namely, associate professor and experienced professor, and the Somali Republic has associate professor and experienced professor.

The previous distribution reflects different visions among the concerned authorities of university institutions in the Arab countries about the nature of university work in them and the level of expectations required of the faculty in terms of scientific research and other practices that generate the rich academic experience that serves as the fuel of university life in each educational institution that can balance the tasks teaching on the one hand and the tasks of research and scientific production on the other. There is no doubt that the administrative system followed in each institution, which includes the conditions of promotion within these ranks is a factor that helps or hinders the tasks of the faculty as a body that bears a double responsibility between teaching and scientific research, may be the threshold of one rank long time and has multiple conditions, and may be the opposite. The academic conditions for the promotion of the rank may also require the publication of a number of researches and studies in periodical or other journals without taking into account the type of these scientific posts and the level of their quality, so the quantitative criterion becomes the basis for academic promotions in the institution and the motivation - as happens in many university institutions - the publication of the largest number possible research and studies in pursuit of advancement in the professional ladder, combined with a knowledge-free scientific production (Al-Amin, 2024).

1. 7 Conclusion

Some of the features of higher education in the Arab countries and the quality features in the institutions of university education have been shown from the above. In spite of the lack of indicators on the various quality conditions in this sector, the following can be drawn from the

above and based on the reports of higher education in the Arab States and their strategic programs and plans:

- **Outstanding efforts to develop the higher education system by** the governments of the Arab countries represented by the authorities concerned with higher education and scientific research in these countries, diversify the paths and open various opportunities for members of society in the field of higher education. But what is remarkable in the Arab data is that the disparity between the Arab countries was clear and is considered a reflection of the disparity in the economic level and the social conditions experienced by each country. A number of Arab countries have made important strides in the field of digital transformation, the development of computer and data networks, and the use of modern scientific techniques in the development of teaching and learning processes in higher education institutions. It was also found that there are efforts in some Arab countries to localize the system of artificial intelligence in higher education and scientific research and enable the current generations to deal with it in a functional and purposeful manner. Efforts are also evident in the broad opening up of the private sector to invest in higher education, a desirable trend that reflects a partnership between the government and the private sector. it helps to invest the unlimited potential of this sector and its freedom of decision-making and flexibility in movement and change to strengthen the higher education system and provide learning opportunities for young people in various fields. Of course, these efforts have not been as great among the Arab countries because of the different political will supporting these efforts and the different economic and social conditions and conditions to achieve the real will to develop with the difficulties and challenges that surround them.
- **The gap between Arab countries in** the field of higher education is greater than in the field of public education. Although there is a disparity between the Arab countries, as noted in the previous two chapters in the indicators of education and quality in public education, the disparity is greater among the Arab countries in the indicators for higher education reviewed in this chapter, and the gaps between them are greater. Considering the speed of the change taking place in the Arab system of university education and its impact on the rapid changes in the world around it, and the significant differences between the Arab countries in income levels and the level of political support directed toward development and change and keeping pace with all new developments, as well as the impact of the conflicts experienced by some countries and impeding their progress, sometimes they are even turned back. In this case, the gaps in educational opportunities and in the quality of education available in higher education institutions will continue to widen and the disparities may appear even greater in the next few years.

2. Scientific research in university institutions in the Arab States

Universities are the incubator environment for applied and academic scientific research. The scientific research movement in higher education is active on two main axes:

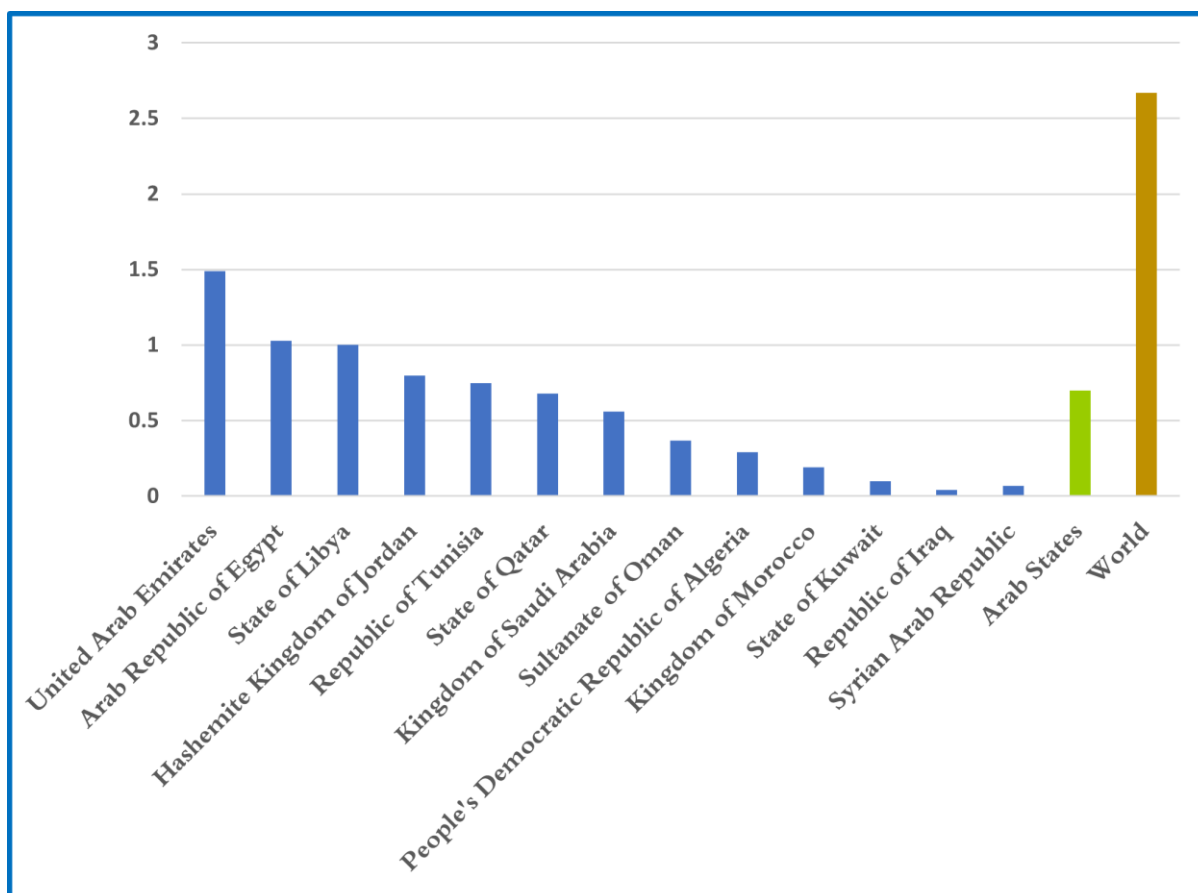
- The first is graduate programs and faculty at these universities, and the universities run this axis formally and systematically.
- Second: Scientific research centers in universities and research centers belonging to the various sectors of the country, established as needed; Such as a scientific research center in the oil sector, agriculture sector, environment or other.

The importance of this aspect was recognized in the 2030 Agenda for Sustainable Development. The ninth objective stated "Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation" and the commitment of States to achieve sub-goal (9.5), which states "Enhance scientific research, upgrade the technological capabilities of industrial sectors in all countries, in particular developing countries, including, by 2030, encouraging innovation and substantially increasing the number of research and development workers per 1 million people and public and private research and development spending" (United Nations, 2015).

In this report on the state of quality of education in the Arab countries, scientific research has a share in the data form that was sent to the Arab countries to indicate the state of scientific research in university institutions in these countries. The responses of States to completing higher education forms in this section have been very modest, and even poor in terms of data to meet the need for the report to reveal what is going on in this aspect in university institutions. In this section, we will address some of the important indicators that we have been able to obtain.

2 Financial allocation for scientific research in the Arab countries:

In order for the scientific research system in any country to play its desired role, it is necessary to provide the environment that incubates it in terms of legislation, financial and material allocation, training and rehabilitation of researchers, as well as equipment and databases. Developed countries recognize the importance of allocating adequate material and financial resources for scientific research in their budgets. The index of research spending as a percentage of GDP is an indicator of the state of science and technology, as well as a strong indication in terms of its rank in the development index among the countries of the world. Therefore, we see developed countries allocating large sums of money to scientific research as an investment with an economic and social developmental function. The overall average spending on scientific research in the world is between 1% and 3% of GDP, while the global average in 2022 was 2.67%. Regions of the world have varied in their allocations of scientific research spending; It amounts to 3.44% in North America, 2.82% in East Asia and the Pacific, while the average expenditure on scientific research in the Arab countries in the same year was 0.70% of GDP (World Bank, 2022).



Source: World bank, 2022 , except:

- State of Libya: Ministry of Higher Education and Scientific Research of the State of Libya, 2023, p. 11.
- Hashemite Kingdom of Jordan: Ministry of Planning and International Cooperation of the Hashemite Kingdom of Jordan, 2022, p. 93
- People's Democratic Republic of Algeria: State data form in university education.

Figure 42: Expenditure on scientific research in Arab countries as percentage of GDP

The above figure shows that the UAE leads the Arab countries in the proportion allocated to scientific research in the GDP, allocating about 1.5% of the GDP to scientific research. The repercussions of this spending are evident in a number of research centers established in this country in various fields of scientific research that respond to modern developments, such as: Khalifa Center for Genetic Engineering & Biotechnology (KCGEB), The National Space Science and Technology Center, Emirates ICT Innovation Center (EBTIC), the UTM secure System Laboratory at Khalifa University, Mohammed Bin Rashid Medical Research Institute,

Mohamed bin Zayed University of Artificial Intelligence (MBZUAI), and Center of Excellence in Arabic at Mohammed bin Zayed University for the Humanities. These research centers suggest a clear and insightful orientation toward adapting scientific research in universities to the future development needs of the country.

The Arab Republic of Egypt comes in second place, followed by Libya, with each country spending approximately 1% of its GDP on scientific research. The Arab Republic of Egypt is characterized by a long-standing research movement in many fields, and has also taken advanced steps toward linking scientific research to what is emerging in the scientific research arena and in line with the needs of the state and the developments of industry in it. In 2019, it issued a law establishing the Science, Technology and Innovation Fund Authority, which replaced its predecessor the Science and Technology Development Fund (STDF), which aims to finance scientific research and technological development and encourage the use of its results in order to ensure the link between scientific research and community development in accordance with the general vision set by the Authority (Legal Publications, 2019). The State is also keen to support scientific innovation and works to link the results of scientific research with industry and to strengthen cooperation between universities and research centers on the one hand and the productive and industrial sectors in the country on the other by launching a variety of technological incubators in cooperation with national universities (Information and decision Support Center in the Arab Republic of Egypt, 2022).

As for the state of Libya, although 1% of GDP is considered high, this percentage must be viewed from the perspective of the local context that is already available for scientific research, where the population is limited and the economy depends on the export of oil, as well as the lack of human resources and expertise in particular. This issue has been highlighted in the draft National Strategy for higher Education 2024-2034, which refers to the steady and unstudied increase of private universities in the country, the low performance rates expected of these institutions, as well as their low contribution to scientific research. The strategy also illustrates a number of weaknesses in the scientific research system in the country in terms of the lack of an integrated strategy linking scientific research with development plans and the needs of society, and the weak communication between university institutions and research centers at the local level on the one hand and various production sectors on the other. the weak infrastructure needed for scientific research, such as laboratories and equipment, leads to waste of time and money (Ministry of higher Education and Scientific Research, State of Libya, 2023).

The share of spending in GDP is less than 1% in the rest of the countries. The Hashemite Kingdom of Jordan, the Republic of Tunisia, the State of Qatar and Saudi Arabia are spending on scientific research at similar rates, but they will of course be different from the perspective of the actual financial value spent on research in each country compared to the difference in local outputs between these countries. The amounts allocated for scientific research are high in the rich countries of the Gulf Cooperation Council, where Saudi Arabia spends about \$ 5.12 billion, and the State of Qatar allocates more than one billion dollars for scientific research, and includes advanced research centers, but the fields of research in these

countries appear to be concentrated. on the technology of the future and digital technology such as artificial intelligence, rather than developing the products and industries it has. Other middle-income countries have sought to link scientific research to development and societal priorities, for example by promoting research on renewable energy in Morocco and the People 's Democratic Republic of Algeria. In April 2025, the Ministry of higher Education, Scientific Research and Innovation of the Kingdom of Morocco announced the official launch of the first cycle of the National Program to Development Research and Innovation Support (PNARDI), co-financed with a private sector institution in the amount of one billion Moroccan dirhams (\$105 million). it works to channel support to young researchers and promote the link between scientific research and economic needs to generate financial resources (Ministry of higher Education, Scientific Research and Innovation, Kingdom of Morocco, 2025).

The trends in the Hashemite Kingdom of Jordan and the Republic of Tunisia have also emphasized support for research on water and natural resources (Economic and Social Commission for Western Asia (ESCWA), 2024a). In this regard, there are realistic trends toward linking the scientific research movement to the environment, available resources and development needs in each country.

2. 2 Infrastructure for scientific research in university institutions:

The infrastructure includes a wide range of possibilities, the most important of which is a specialized center for scientific research, human cadres with appropriate competence dedicated to research, as well as auxiliary cadres and material and scientific equipment. Due to the limited data available, this section will be limited to scientific research centers in university institutions and their researchers.

Research centers in universities are considered the basic incubator for researchers to conduct academic and applied scientific studies, and these centers contribute to a great extent by providing knowledge production in providing the decision maker with the appropriate information to make the appropriate decision. Research centers vary according to the types of research and areas in which they specialize; Some of them are concerned with economic and political research, some specialize in applied scientific and engineering research, and some specialize in social and educational studies, etc. In addition to the support received by the research centers from the state, they also seek to attract appropriate funding from different institutions and entities in the state or abroad, or the opposite may happen that these entities entrust the research center to conduct scientific research in a subject or to solve a specific problem in favor of developing work in the country that side. The relevance and effectiveness of the research center is determined by the extent to which the research results it produces are linked to political decision-making processes, and by the practical translation and applicable policies that research results allow.

The human competencies of researchers are considered the real nerve of an active, productive and effective process of scientific research centers. In addition to the appointment of experts

and scientists to university research centers, university professors are an important part of the human resources of these centers, as well as of course doctoral and master ' s students; With what graduation requires from the preparation of scientific research and its implementation in the field of specialization. According to the data available in international sources, the number of researchers in the Arab countries does not exceed 2.3% of the global total of researchers in the world. About 80% of the world's researchers are concentrated in three regions, respectively: South and East Asia with 37.6%, the European Union with 23.5% and North America with 18.1% (Arab Organization for Education, Culture and Science (ALECSO), 2022).

There is a benchmark against which countries are compared to the extent to which the State is satisfied with the research staff in its societies; This is the number of researchers per million inhabitants. According to the report of the Economic and Social Commission for Western Asia (ESCWA) on sustainable development for 2024, the global average in 2021 was 1353 researchers per million inhabitants, and the Arab States are far from this average, with only 630 researchers in 2021 (Economic and Social Commission for Western Asia (ESCWA). 2024a). Table 46 shows the number of research centers in the Arab countries according to the latest available data.

Table 46: Number of research centers in university institutions in the Arab countries.

The State	Research centers in university institutions	Centers per university institution
United Emirates	48	0.9
Bahrain	22	1.2
Qatar	18	1
Saudi Arabia	52	0.8
Kuwait	16	2
Oman	43	1.1
Libya	6	0.1
Algeria	31	0.3
Jordan	40	0.9
Tunisia	70	0.6
Egypt	137	1.2
Lebanon	No data available	
Palestine	No data available	
Morocco	866	36.1
Iraq	41	0.8
Comoros	No data available	
Syria	No data available	
Mauritania	4	0.2
Sudan	No data available	
Djibouti	No data available	
Yemen	No data available	
Somalia	No data available	
total	1394	1.3

Source: Higher Education Data Forms in the Arab States, except:

- United Arab Emirates: Commission For Academic Accreditation In UAE, 2022
- Republic of Tunisia: Ministry of higher Education and Scientific Research of the Republic of Tunisia, 2023
- Arab Republic of Egypt: Ministry of higher Education and Scientific Research of the Arab Republic of Egypt, 2025B
- Islamic Republic of Mauritania: Ministry of higher Education and Scientific Research of the Republic of Mauritania, 2022.

Table 46 shows that the Kingdom of Morocco leads the number of scientific centers in university institutions with approximately 36 research centers in each university. The Arab Republic of Egypt comes in second place with 137 research centers at a rate of 1.2 centers per university. However, the affiliation of these scientific centers varies between research centers under the Ministry of higher Education and Scientific Research (11 research centers), 14 research centers under other ministries, but they are academically supervised by the Ministry of Higher Education and Scientific Research (MOHESR⁴⁵) in the country, and 126 research centers affiliated with public universities, at a rate of 1.1 centers per university (Center for Information and decision Support in the Arab Republic of Egypt, 2022). Cairo University has the largest number of research centers, reaching 48 research centers in its various faculties (Ministry of higher Education and Scientific Research of the Arab Republic of Egypt, 2025)⁴⁶.

Tunisia comes in third place with 70 centers and an average of 0.6 centers per university, knowing that Tunisia has the largest number of universities in the Arab countries (117 university institutions). Saudi Arabia, the United Arab Emirates, the Sultanate of Oman and the Republic of Iraq are the next in terms of the number of research centers in university institutions, followed by the Hashemite Kingdom of Jordan and the Republic of Algeria (Algeria⁴⁷). The number of research centers in the Kingdom of Bahrain, the State of Qatar and the State of Kuwait, respectively (22), (18) and (16). There are limited numbers of less than 10 centers in Libya and the Republic of Mauritania.

However, the rate of research centers for one university institution varies from country to country, and in the State of Kuwait there are two research centers in each university, and in the Kingdom of Bahrain, the State of Qatar, the State of Kuwait and the Sultanate of Oman there is at least one center in each university institution. these rates are slightly lower in the UAE and the Hashemite Kingdom of Jordan (0.9) with 55 and 43 university institutions respectively. The rate in the People's Democratic Republic of Algeria is declining at a rate (0.3), where the number of universities reaches 115, and finally the State of Libya comes at a low rate not exceeding (0.1) and with a number of university institutions up to 88 universities.

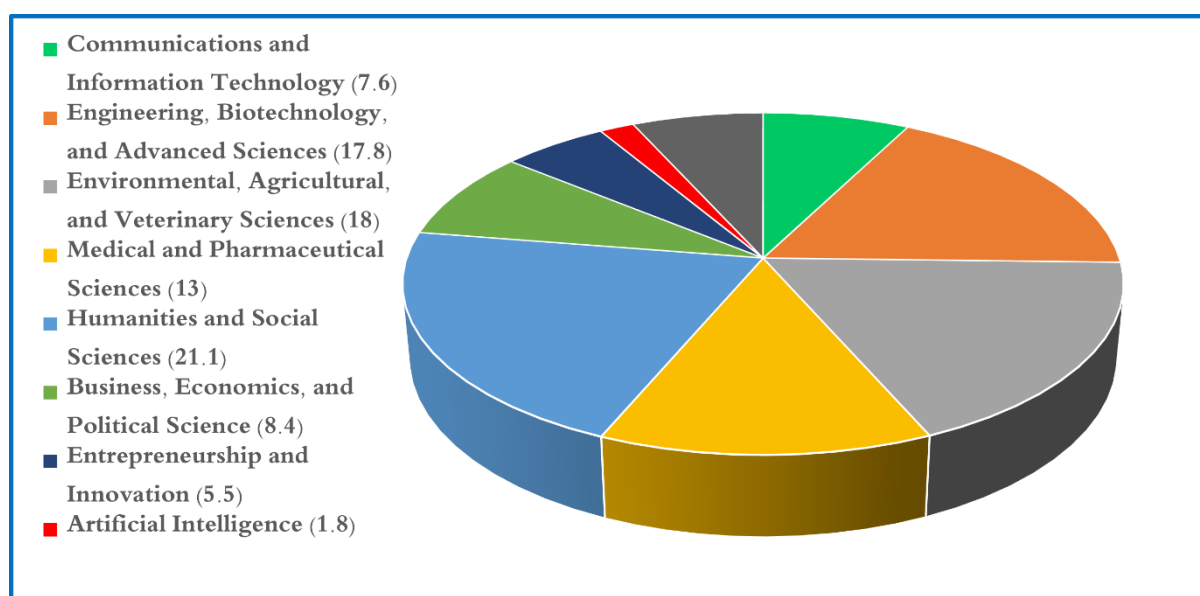
⁴⁵ It should be noted that these research centers are affiliated with national public universities in the Arab Republic of Egypt and do not include private universities. The website of each of these universities has been consulted for an inventory of their research centers.

⁴⁶ This information was obtained through reference to the link of 20 university institutions from public universities in the Arab Republic of Egypt retrieved from website of the Ministry of Higher Education and Scientific Research. The number of research centers in these universities was 126, of which 73 are affiliated with Cairo University and its faculties.

⁴⁷ There are 31 research centers, comprising 12 research units or centers belonging to university institutions, in addition to 19 scientific research centers with financial autonomy, which are under the supervision of the Directorate-General of Scientific Research and Technological Development under the auspices of the Ministry of higher Education and Scientific Research (source: Data form of the Democratic Republic of Algeria in higher Education).

Data from research centers show that there is at least one research center per university institution in six Arab countries, with the exception of the Kingdom of Morocco, where the number of centers in university institutions rises to 36 centers per institution. In the rest of the countries, research centers are not available in the majority of their universities, as is the case in Libya and the Republic of Tunisia. It is noted that the rate decreases with the increase in the number of university institutions in the country, and this is expected to be due to the cost of establishing the research center at the university and the availability of researchers who can manage scientific research and carry out research in exchange for the financial return that can be brought to the university. In addition, some university institutions are established as university colleges based mainly on education, while research tasks focus on what graduate students produce at the college.

The field of scientific specialization of research centers in university institutions was limited to the research centers in (11) Arab countries: The Gulf Cooperation Council countries, the Iraqi Republic, the Hashemite Kingdom of Jordan, in addition to a number of North African countries, namely the Arab Republic of Egypt, the State of Libya and the People's Democratic Republic of Algeria. The number of these centers was 383 out of 454 research centers in these countries (84%). Figure 43 shows the relative distribution of these centers in the Arab countries according to the main field of research specialization.



Source: Arab States Data form for University Education except: Arab Republic of Egypt: Ministry of higher Education and Scientific Research of the Arab Republic of Egypt, 2025B.

Figure 43: Distribution of research centers in a number of Arab countries according to the field of research specialization

The above figure shows that applied research in the fields of engineering, biotechnology, environmental and medical sciences accounted for the largest share in scientific research (48.8%) of all research disciplines in the 11 Arab countries, a large proportion of which is devoted to environmental, agricultural and veterinary research. Such research contributes to addressing many of the contemporary problems recognized by the Arab countries such as environmental problems, pollution and waste, and contributes to vital areas such as food security programs, improving agriculture and increasing its productivity, as well as providing an appropriate environment for scientific innovation in the fields of industry, medicine and agriculture. Research in the field of humanities and social sciences has a high percentage of up to 21.1% and reflects the image of the university institutions that we reviewed in the previous part where these disciplines have a high percentage of them. Such studies are of great importance in the current circumstances if they are directed at examining the humanitarian situation and contemporary social problems and analyzing their results, especially in the current humanitarian context experienced by a large proportion of the members of society in the Arab countries. Research areas in management, economics, political science, and communications and information technology are ranked lower, with 8.4% and 7.6% respectively of the total research centers. These areas are also vital areas for the economy, accelerating the business structure and enabling it to follow every new development in the global economy and will have an important role and return to raise the level of competitiveness of the Arab countries in the field of business and economy. The fields of leadership and the promotion of scientific innovations and related support programs such as scientific and industrial incubators in the field of interest of research centers, which receive 5.5%, as well as the allocation of research centers for artificial intelligence, this is also an important indicator that shows keeping up with technological innovations and enables young researchers to pursue all new and develop their capabilities in research and innovation.

When we look at the distribution of these centers by country, we will identify the areas of interest of each group in scientific research and the extent to which the trends of scientific research relate to the social and economic context of each. Table 47 shows these research centers by field of research specialization.

Table 47: Distribution of research centers in university institutions in a number of Arab countries according by the field of research specialization

Area of research specialization	GCC Countries	Iraq and Jordan	North African countries
Communications and information technology	12	3	4.5
Engineering sciences, biotechnology and advanced sciences	19	13	18.7
Environmental Science, Agriculture and Veterinary	12	25	21.6
Medical science and pharmacy	14.4	15	10.4
Humanities and Social Sciences	15	23	28.4
Commerce, Economics and political Science	8	8	9
Leadership and innovation	8.6	5	1.5
Artificial intelligence	3.5	0	0.7
Other	7.5	8	5.2
Total	100	100	100

Source: Arab States form in university education except Egypt: Ministry of higher Education and Scientific Research of the Arab Republic of Egypt, b2025.

The above table shows almost one trend in the rise of interest in applied research in engineering, environment, agriculture and medicine in all countries, which have the largest percentage of all research centers, 45% in the GCC countries and 53% in the Republic of Iraq and the Hashemite Kingdom of Jordan. about 51% are in the North African Group. In contrast, GCC countries have a clear interest in ICT research at up to 12%, as well as in leadership, innovation and artificial intelligence, with 8.6% and 3.5% each. The Republic of Iraq and the Hashemite Kingdom of Jordan are concerned with leadership research and innovation at 5% and less in communication and technology (35) and there are no dedicated centers for artificial intelligence. The North African Group has only 4.5% of specialized centers for communication and technology, and its leadership and innovation ratio is only 1.5%, while artificial intelligence occupies less than 1%.

Research interests in the field of humanities and social sciences are the highest in North Africa at 28.4%, followed by Iraq and the Hashemite Kingdom of Jordan at 23%, while in the Gulf Cooperation Council, the proportion falls to 15%. Scientific research in North Africa focuses on the allocation of centers for studies of peoples in various countries of the world, while the Hashemite Kingdom of Jordan allocates research centers for studies on refugees, displaced persons, forced migration, and studies on women and Jordanian society.

The above points to converging trends among groups of countries and their interest also reflects the level of disparity between the capabilities of these countries in the field of spending on scientific research in applied disciplines, technology, leadership and artificial intelligence, which are research areas that are expensive financially and need expertise and skilled human resources. It is expected that the level of financial rewards paid to researchers in these centers will increase, and the center may attract human resources from abroad to enhance the efficiency of local cadres and support the research center's production in the field of research, development and innovation. The Arab Organization for Education, Culture and Science has classified the Arab countries in terms of their level of readiness in scientific research and innovation into three groups:

- A group of countries that have gone beyond the stage of research capacity-building and have embarked on the stage of research valorization, characterized by the availability of regular scientific research, good scientific production, patents, business incubators and start-ups.
- A group of countries with research structures and regular and quality research production.
- A group of countries with a number of researchers without a clear structure or regular research production (Arab Educational, Cultural and Scientific Organization, 2024).

ALECSO insists on the importance of funding allocated to scientific research in the first group, investment in the establishment of research structures that enable the production of regular and quality scientific research, and the role of the revival of technological poles that contributed to the formation of start-ups and contributed to attracting appropriate funding.

Table 48 shows the number of researchers in the Arab countries, and their percentage per million inhabitants, which gives us an additional dimension to uncovering the context of scientific research in the Arab countries.

Table 48: Number of researchers in the Arab countries relative to each million inhabitants

The State	Researchers per million people	Year
United Arab Emirates	2424	2020
Kingdom of Bahrain	No data available	
State of Qatar	584	2018
Saudi Arabia	453	2020
State of Kuwait	502	2020
Sultanate of Oman	242	2020
The State of Libya	No data available	
People's Democratic Republic of Algeria	819	2017
The Hashemite Kingdom of Jordan	596	2017
Republic of Tunisia	1945	2020
Arab Republic of Egypt	677	2020
The Lebanese Republic	No data available	
State of Palestine	No data available	
Kingdom of Morocco	1073	2016
Republic of Iraq	105	2020
Comoros Islands	No data available	
Syrian Arab Republic	273	2021
Islamic Republic of Mauritania	No data available	
Republic of the Sudan	No data available	
Republic of Djibouti	No data available	
Republic of Yemen	No data available	
Federal Republic of Somalia	No data available	
Arab States	579	2020
The world	1215	2020

Source: Arab Educational, Cultural and Scientific Organization (ALECSO), 2022, except:

- Hashemite Kingdom of Jordan: Ministry of Planning and International Cooperation of the Hashemite Kingdom of Jordan, 2022
- Syrian Arab Republic: Planning and International Cooperation Organization of the Syrian Arab Republic, 2024

The previous table (No. 48) shows that the proportion of full-time researchers in the Arab world did not exceed 579 in 2020 compared to one million people, which is less than half the global average for the same year (1215). This ratio has varied among Arab countries and is highest in the UAE at a rate above the global average of 2424 researchers per million people. The

United Arab Emirates is one of the Arab countries that occupies a leading position in the field of interest in scientific research in terms of the proportion of the GDP allocated to this field and the centers of advanced scientific research that have spread in national universities in the recent period.

The Republic of Tunisia comes in second place, with 1945 researchers per million people, and Tunisia leads African countries with a share of researchers in the population, as well as African countries in the scientific production of the population (Ministry of Education and Scientific Research of the Republic of Tunisia, 2022). The Kingdom of Morocco ranks third with 1073 researchers per million inhabitants, which is higher than the Arab average. Within the framework of the National Program to Support Development Research and Innovation 2028-2025 referred to above, the Kingdom seeks to support the promising generations of young researchers, as 200 million Moroccan dirhams have been allocated to mobilize Moroccan talent abroad in order to participate in the national system of research and innovation, and support scientific excellence in various strategic fields. the Kingdom is mobilizing and diversifying the resources and means necessary to finance the national scientific research system (Ministry of higher Education, Scientific Research and Innovation of the Kingdom of Morocco, 2025).

The People's Democratic Republic of Algeria has a higher number of researchers per million inhabitants than the Arab average, with an average of 819. Algeria is characterized by the diversity of research structures among national agencies specialized in specific topics in research and research centers located throughout the country. Scientific research has been very active since the beginning of the current century, with the implementation of the policy of integrating researchers into scientific research agencies and centers and allocating the necessary financial resources for scientific development and research (Ministry of higher Education and Scientific Research of the Algerian Republic, 2021).

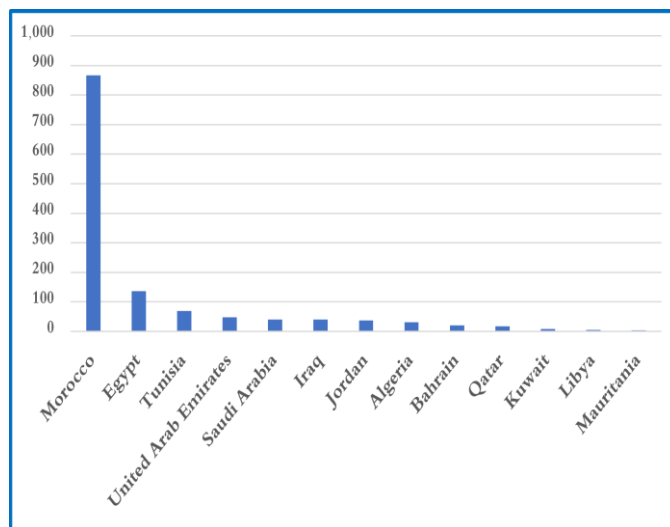
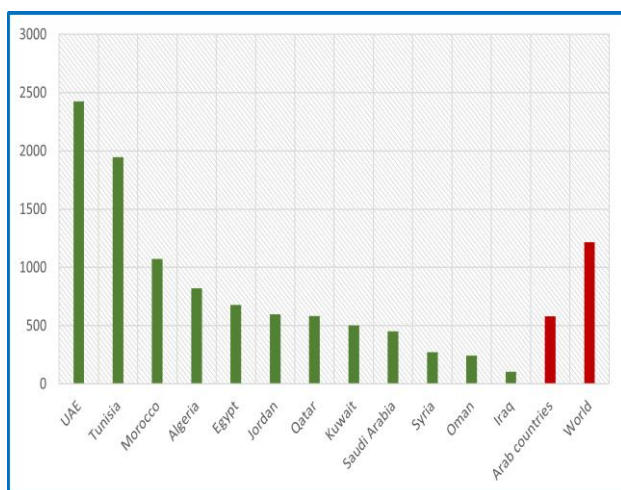
Then comes the Arab Republic of Egypt, where the number of researchers reaches 677 researchers per million population. Although this number is low for its neighboring countries, the Arab Republic of Egypt is distinguished from other countries by the richness and diversity of the research environment, which helps to produce research in various fields of science and technology such as agricultural natural sciences, environment, space science, geology, marine sciences, medicine and pharmacy, communications and information technology. in many research centers and institutes, there are many opportunities for researchers in the Republic to develop their competencies practically and train them in order to help train scientific research cadres and activate their role in community development (Ministry of higher Education and Scientific Research of the Arab Republic of Egypt, B2025).

The countries of the Arab Mashreq are next in ranks, led by the Hashemite Kingdom of Jordan with 596 researchers per million people and Qatar with 584 researchers per million people. The Kingdom of Jordan is working to provide various support programs for researchers through the Scientific Research and Innovation Support Fund of the Ministry of higher Education and private bodies. The Fund aims to promote applied scientific research and innovation in the Kingdom and provides financial support for research and innovation projects in key knowledge sectors that contribute to linking scientific research to the economy and development (Supreme

Council for Science and Technology in the Hashemite Kingdom of Jordan, 2025). Through the Qatar Research, Development and Innovation Strategy 2030, the State of Qatar is making extensive efforts to establish scientific research as a key component of the research, development and innovation system in Qatar, and is working strongly to strengthen Qatar's role as a world leader in innovation and scientific research and to build a base of local and foreign talent in Qatar to drive research excellence and innovation. Qatar has a strong scientific research structure that helps attract various human competencies in scientific research and innovation from abroad in order to accelerate research and development of national human competencies (Qatar Research, Development and Innovation Council, 2025). The State of Kuwait has 502 researchers, followed by Saudi Arabia with 453 researchers per million inhabitants, then the number in the Syrian Arab Republic drops to 273, 242 researchers in Oman and 141 researchers in Iraq. These rates are lower than the Arab average.

Figure 44 shows the relationship between the number of research centers and the number of researchers in the Arab countries per million inhabitants, indicating that the proliferation of research centers will not in itself be a true expression of the amount of research expected of these centers.

Ranking of Arab countries by number of researchers per million population



Ranking of Arab countries by number of research centers

Figure 44: Ranking of Arab countries by the number of scientific research centers in universities and ranked according to the number of researchers per million people

It is noted from the previous figure that the countries that occupy the first places in terms of the number of research centers also occupy the first places in terms of the number of researchers per million inhabitants, but the Kingdom of Morocco is declining to the third place in the number of researchers per million inhabitants. the opposite is the case with the UAE, where countries lead in the number of researchers per million people, but are ranked fourth in terms of the number of research centers. This observation is also evident when comparing the Arab Republic of Egypt and the Republic of Algeria in both indicators: While research centers in the former are four and a half times the number of researchers per million population, the number of researchers is almost the same in the two countries.

The difference in these sites between the two indicators, the index of the number of research centers on the one hand, and the number of researchers on the other can only be explained by identifying the quality of research centers available at the level of each country, there are areas of research that require human cadres as happens for example in social research centers. there are areas of research that require laboratories, scientific equipment, observatories and a much smaller number of researchers. It is also not forgotten that the establishment of these research centers always need to control quality and quality from the perspective of accountability and governance and to ensure the development return of these centers, it is known that the research center consumes huge financial resources and that spending must be in the right location and achieve the target result.

2. 3 Research and scientific output in university institutions in the Arab countries:

Scientific and research production represents the level of activity, research movement and studies in university institutions, and is in fact the juxtaposition of the various efforts exerted by the university and behind it the research authorities, whether through the allocation of resources, the establishment of research centers and institutes, the appointment of research competencies, and the provision of all the necessary equipment, materials and support. or through facilities that support the process of research processes themselves, planning them and employing the results in the decision-making stages and various development programs.

Scientific research production is divided into two main types: The first covers basic research and aims to expand science and knowledge, acquire new knowledge, or form scientific theories about the underlying basis of observable phenomena. Research may take an experimental or theoretical orientation, and the areas of such research are often economics, management, education, psychology and others. The second type is applied research and experimental research directed toward a specific scientific purpose, which may be in finding ways or devising methods and tools to solve existing problems or searching for practical solutions that help facilitate the way of life in a particular field. this research draws on existing scientific findings and practical experience in the field of research. This research is often in the fields of engineering, medicine and environmental life sciences such as agriculture, health, food and others.

In order to determine the activity of scientific research centers, or rather scientific research activity in universities, the index of scientific research production in the country (scientific publications) attributed to each million inhabitants, for the purpose of comparing countries and universities, and as an appropriate criterion to judge the extent of scientific activity of researchers. In a survey of research production in the Arab countries over twenty years; From 2001 to 2020, during which research articles (articles) and reviews (reviews) published on well-known databases were examined, it is clear that the percentage of research production in the Arab world is well below the global average. the number of scientific papers published in those twenty years under study was equivalent to 601 thousand scientific papers, which is equivalent to 1660 papers per million inhabitants, while the global average was equal to 3671 papers per million inhabitants. the proportion of this publication is only 2.35 of the total worldwide published during this period (Rabban, 2021).

The scientific output of researchers at the university is one of the sources of their scientific ranks, which are usually the primary motivation for scientific research for the majority of them. Universities and scientific research centers encourage this trend and establish a system of promotion; The number of scientific research published is calculated to advance the scientific ranks. This may be a positive aspect to stimulate the scientific research movement in universities, but this may come at the expense of the quality of research, and at the expense of the scientific knowledge of research in general, a tradition common in the Arab countries (Arab Organization for Education, Culture and Science (ALECSO), 2024).

In the form of higher education data in the Arab countries, a question was allocated asking for information on the research carried out in universities during the years 2022 and 2023, and the classification of this research between applied scientific research and descriptive research. In order to avoid the difference in the expected definition of research carried out and published and the limits of the data that may fall within this definition, reference was also made to the report of the Arab Educational, Cultural and Scientific Organization on the reality of scientific research in the Arab countries compared to the rest of the world issued by the ALECSO in 2022. it included scientific publication data for Arab countries. Table 49 shows the data obtained from the Arab countries in the data form, counting the number of research per million inhabitants in 2023, and presents the data released in the report of the Arab Educational, Cultural and Scientific Organization in order to provide a clearer picture of this aspect.

Table 49: The number of applied and descriptive research in university institutions per million inhabitants in the Arab countries

The State	Research in 2022/2023 per million population	Source of data
United Arab Emirates	1101	Arab Educational, Cultural and Scientific Organization (ALECSO), 2022, table 2
Kingdom of Bahrain	834	Higher Education Data form for Arab countries
State of Qatar	1881	Higher Education Data form for Arab countries
Saudi Arabia	868	Higher Education Data form for Arab countries
State of Kuwait	445	Higher Education Data form for Arab countries
Sultanate of Oman	543	Arab Educational, Cultural and Scientific Organization (ALEXO), 2022, table 2
The State of Libya	23	Arab Educational, Cultural and Scientific Organization (ALEXO), 2022, table 2
People's Democratic Republic of Algeria	311	Higher Education Data form for Arab countries
The Hashemite Kingdom of Jordan	1,375	Higher Education Data form for Arab countries
Republic of Tunisia	731	Arab Educational, Cultural and Scientific Organization (ALEXO), 2022, table 2
Arab Republic of Egypt	309	Ministry of Planning and Economic Development of the Arab Republic of Egypt, 2021
The Lebanese Republic	668	Arab Educational, Cultural and Scientific Organization (ALEXO), 2022, table 2
State of Palestine	263	Arab Educational, Cultural and Scientific Organization (ALEXO), 2022, table 2
Kingdom of Morocco	274	Arab Educational, Cultural and Scientific Organization (ALEXO), 2022, table 2
Republic of Iraq	479	Arab Educational, Cultural and Scientific Organization (ALEXO), 2022, table 2
Comoros Islands	There is no data	
Syrian Arab Republic	45	Arab Educational, Cultural and Scientific Organization (ALEXO), 2022, table 2
Islamic Republic of Mauritania	29	Arab Educational, Cultural and Scientific Organization (ALEXO), 2022, table 2
Republic of the Sudan	29	Arab Educational, Cultural and Scientific Organization (ALEXO), 2022, table 2
Republic of Djibouti	There is no data	
Republic of Yemen	37	Arab Educational, Cultural and Scientific Organization (ALEXO), 2022, table 2
Federal Republic of Somalia	There is no data	

United Kingdom	3356	Arab Educational, Cultural and Scientific Organization (ALEXO), 2022, table 2
The United States of America	2130	Arab Educational, Cultural and Scientific Organization (ALEXO), 2022, table 2
China's	546	Arab Educational, Cultural and Scientific Organization (ALEXO), 2022, table 2

There is a difference between the data issued in the Arab States form for general education (7 Arab States only) and the data issued by the same States in the statistical bulletin of the Arab Educational, Cultural and Scientific Organization. The reason may not only be the difference in the publication date of the research production, but may be due to other factors, including two:

- First: The limits of the definition of research completed, some countries may be limited to what is published of research in books, periodicals, conferences and others, and do not refer to the research completed as scientific projects have unpublished reports and may be considered the most important and contribute its results in making important decisions in the field of development.
- Second: The weakness of the database available in the Arab countries on this aspect and the lack of a unified special observatory to monitor the research issued and the projects carried out and thus be a reliable source of documentation and publication in official reports. This confirms that most of the forms received from the Arab States were devoid of such data, and thus the responses as seen in the previous table were weak and not conducive to comparison. In addition, of the 7 Arab States that reported data on research carried out in 2022 and 2023, only four responded to the classification of such research between applied and descriptive, indicating the weakness of the documentation assets in the database in the field of scientific research in the Arab States.

In general, it can be concluded from the data issued by the Arab Educational, Cultural and Scientific Organization that there are vast differences between the research production of the Arab countries and a number of developed countries, including the United Kingdom, which produced 3356 scientific publications in 2022, and the scientific production itself reached 2130 in the United States of America. In China, there are 546 producers per million inhabitants in those countries (Arab Educational, Cultural and Scientific Organization (ALEXO), 2022, table 2). Qatar, the Hashemite Kingdom of Jordan, the Kingdom of Bahrain and the United Arab Emirates lead the Arab countries in the number of scientific publications per million people. The rate drops to 479 in the Republic of Iraq, and decreases in the Syrian Arab Republic (45), the Republic of Yemen (37), the Republic of the Sudan (29) and the Republic of Mauritania (20).

It remained that the main problem lies not in the number of published research or in its kind between applied or theoretical descriptive, but in the quality of this research and its quality and the extent of its credibility in the research of real problems and the type of scientific hypotheses

from which it is launched and the research tools it applies, and last, but not least, the real purpose behind scientific research. A large part of the problems of scientific research in the Arab countries, especially in university institutions, lies in the research traditions followed by researchers in these countries, where the search for social status rather than the acquisition of knowledge and the priority is to advance in the professional ladder. With this approach, the researcher complies with traditional research standards and automatically avoids addressing socially or politically controversial topics, leaving the research product almost empty of renewable knowledge and a duplicate of previous research products without adding new knowledge (Al-Amin, 2024). These are all institutional cultures in scientific research that produce a continuum of research; They are either simply printed on the shelves of libraries, or on the contrary, they are continuous episodes of change and continuous development.

2. 4 conclusions:

The above reflects the state of scientific research in the Arab countries, it reviewed the organizational structures available for scientific research from centers and human cadres, and reviewed the research production that reflects the scientific return of the research centers. The image of scientific research in any country is an expression of its level of development, stability and position among the rest of the countries. Our assessment of the quality situation in university education differs from our assessment of the quality situation in scientific research, the achievement of good education in general and university education may be possible and with high specifications as we find it in many countries. but achieving good research will not be easy in all societies without the formation of minds, attitudes and values before the establishment of research centers, because these minds are the first signs of valuable research production. What came from research production, as shown above, can not amount to the effort and achievement that is being exerted in establishing research centers and qualifying researchers. There are significant efforts in scientific research and there is a clear proliferation of distinguished research centers in university institutions, but the results are still below expectations at the local and global level. This research report can only draw attention to the key to improving the quality of the research centers' performance: Building human capital capable of driving functional and effective research practices.

3. Arab Universities ranking in extensive international assessment programs.

In this section, we investigate the level of university institutions according to their status in Arab and international rankings. There are several categories, the most important of which are summarized in:

- QS (QSworld University Rankings)
- The Times Higher Education
- Arab Ranking for Universities

These rankings come in accordance with qualitative criteria and indicators calculated on the basis of certain weights for each indicator, and are intended to rank universities around the world according to the grades they get in these indicators, to indicate the level of efficiency and quality of the programs they provide. These rankings are an incentive for countries and universities to compete for quality and quality in their programs, and the universities that appear in these rankings in advanced positions are considered international universities. We review the classification of Arab universities in these groups respectively:

3. QS World University Rankings:

It is one of the top three international university rankings and is a British company specializing in higher education. The ranking is based on ten criteria that reflect the academic reputation of the university and its graduates in the labor market, as well as its research efforts and influences locally and internationally, and research publications, and also introduces the International Faculty and International students as one of the criteria in this classification. The ranking for 2025 included about 1500 university institutions in 105 educational systems around the world, and the universities of the Arab countries covered by the classification constituted 16.4% of the total number of institutions classified, reaching 246 university institutions in 20 Arab countries. The following table (No. 50) shows the results of the classification of Arab countries and the result obtained by the first university institutions at the level of each country separately. The numerical result expresses the estimate obtained by the organization as a percentage of the total criteria.

Table 50: Results of the ranking of university institutions in the Arab countries in the QS World ranking

The State	Universities subject to classification	University ranked first in each country	Rank of the university institution	Score of the university at the level of the Arab region
Saudi Arabia	34	King Fahd University of Petroleum and Minerals	1	100
Qatar	2	Qatar University	2	98.6
United Emirates	14	Khalifa University of Science and Technology	4	94.7
Lebanon	14	American University of Beirut	6	92
Oman	7	Sultan Qaboos University	8	85.2
Jordan	24	University of Jordan	9	83
Egypt	36	American University in Cairo	13	79.2
Kuwait	4	American University of the Middle East	23	73.4
Bahrain	5	University of applied Sciences	25	72.5
Iraq	32	University of Baghdad	38	57.6
Tunisia	9	University of Tunis	44	56.6
Palestine	11	University of Jerusalem	52	50.2
Morocco	10	Mohammed VI University in Rabat	95	30.9
Sudan	9	University of Khartoum	102	28.5
Algeria	17	Abu Bakr Balqaid University Tlemcen	132	21.1
Syria	3	University of Damascus	145	19
Libya	7	University of Tripoli	147	18.5
Yemen	6	University of Science and Technology in Yemen	191-200	..
Mauritania	1	University of Nouakchott	201-250	..
Djibouti	1	University of Djibouti	201-250	..
Number of institutions evaluated	245			

Source: Qs World University Rankings, 2025.

It is noted from the previous table that universities in the GCC countries rank first at the level of Arab countries, led by King Fahd University of Petroleum and Minerals in the Kingdom of

Saudi Arabia in the first place over other Arab universities. The number of university institutions that have been ranked in it reaches 34, which is 13.8% of the total institutions subject to classification in the Arab countries. Seven university institutions from the Kingdom of Saudi Arabia each win one of the top twenty among the Arab countries, knowing that King Fahd University of Petroleum and Minerals is ranked 67th at the level of universities in the world, an advanced ranking among 1500 university institutions, and receives an estimate of 76.5%. The Qatar University in Qatar is ranked second in the Arab countries and first in the ranked universities in the State of Qatar, and ranked globally in the 112th place with an estimate of 66.5%. Khalifa University of Science and Technology in the UAE is ranked fourth in the Arab countries and the first of 14 university institutions ranked in the country, ranked 202nd globally, and receives 46.1% in the final mark.

The American University of Beirut is ranked first among 14 university institutions in the Lebanese Republic, sixth in the Arab countries, and 250th in the world with an estimate of no more than 40.6%. The Hashemite Kingdom of Jordan and the Arab Republic of Egypt have also achieved advanced ranks in the top twenty positions in the Arab countries, the University of Jordan ranked first among 24 university institutions ranked in the Kingdom, and ranked ninth in the Arab countries, and 368th in the world (an estimate of 31.4%). The American University in Cairo also ranked first among the 36 Egyptian universities that were ranked in the Arab Republic of Egypt, ranked 13th in the Arab countries, and ranked 350th in the world with an estimate of 32.5%.

The University of applied Sciences in the Kingdom of Bahrain ranks 368th in the world, followed by the American University of the Middle East in Kuwait, ranked 611th to 620th, and the University of Baghdad in the Republic of Iraq ranked 801st to 850th (QS World University Rankings, 2025). However, the participation of these States and the participation of other States, such as the Syrian Arab Republic, the State of Libya and the Republic of Yemen, despite the great challenges they face at the social, economic and political levels, this is something that deserves recognition because it puts universities in the Arab countries in the international space, prompting them to constantly look at global quality standards to apply them wherever possible.

3. 2 The Times Higher Education:

The results of this ranking provide reliable data on university performance based on a range of criteria including teaching and learning environment (31%), research environment (31%), research efficiency (24%), international reputation (8%), and relationship with society (6%). Table 51 presents the results of the 2024 Arab University Rankings; 238 university institutions from 16 Arab countries were ranked as part of a global ranking of 2860 university institutions around the world.

Table 51: Results of the 2024 Times ranking of University institutions in the Arab countries for the year 2025

The State	Universities subject to classification	The university institution ranked first in each country	Rank at the Arab region	Score
Saudi Arabia	34	King Abdullah University of Science and Technology	1	92.1
Qatar	1	Country University	4	88.3
Lebanon	5	American University of Beirut	6	82.4
United Emirates	12	Khalifa University	6	81.5
Egypt	42	University of Cairo	8	78.8
Jordan	19	University of Jordan	9	78.6
Oman	4	Sultan Qaboos University	15	75.3
Bahrain	2	Private University	17	73.4
Iraq	45	University of Baghdad	20	71.6
Palestine	4	The National University of success	23	70.7
Tunisia	10	University of Tunis	36	62
Morocco	14	Mohammed VI Polytechnic University	38	60.9
Kuwait	5	American University of the Middle East	38	60.9
Algeria	37	University of Gilali Lyaps Sidi Bel Abbas	81-90	45 - 47.3
Libya	2	University of Tripoli	181-200	28.5 - 31.1
Syria	2	University of Damascus	161-180	31.4 - 34.6
Total institutions classified	238			

Source: Times Higher education, 2024

It follows from the previous table that King Abdullah University of Science and Technology is at the forefront of universities in Saudi Arabia and in the Arab countries, and is ranked 90+ globally. Qatar University also ranked fourth in this ranking, followed by the American University in the Lebanese Republic. Here, a number of university educational institutions in the Arab Republic of Egypt and the Kingdom of Jordan show indicators that also make them in advanced ranks at the same level as their Saudi, Qatari and Emirati counterparts, where the eighth and ninth place were two universities from the two countries respectively. Sultan Qaboos University in Oman also ranked 15th among the Arab countries and got 73.4% while the Al-Ahliyya University in the Kingdom of Bahrain, the first time it participates in this

classification, also managed to score close if it scored 73.3% and managed to win 17th place in the Arab countries. The University of Baghdad in the Republic of Iraq won the first place on the ranked universities in the Republic of 45 universities, and ranked 20th at the level of the Arab countries. At the same time, the National University of Al-Najah in the State of Palestine is at the top of the university institutions in the Arab countries, ranking 23rd and also receiving an estimate of 70.7%. Despite the decline in ranking levels in the rest of the countries to the ranks behind the world level, a number of them participate in various university institutions such as the Republic of Tunisia (10 institutions), the Kingdom of Morocco (14 institutions) and the Republic of Algeria (37 institutions). it will contribute to the advancement of development in higher education institutions by providing feedback on their performance according to known international standards.

3. 3 Arab Ranking for Universities ARU:

This classification was established in cooperation with the General Secretariat of the League of Arab States, the Union of Arab Universities, the Union of Arab Scientific Research Councils and the Arab Organization for Education, Culture and Science (ALECSO). This classification is based on four main themes:

- Teaching (Quality of Teaching): (300 points)
- Scientific research (quantity and quality of research output) (400 points).
- Creativity, entrepreneurship and innovation (this dimension takes an economic turn in terms of the extent to which scientific research based on creativity and innovation is encouraged, and contribute to the transfer of knowledge and its use to build a knowledge economy) (150 points)
- Local and international cooperation and community service (this dimension focuses on international openness and societal impact) (150 points) (Arab University Rankings Council, 2025).

In 2024, 180 university institutions from 16 Arab countries were ranked, and table 52 shows the number of university institutions that were ranked in each country, the university institution that won the first place at the level of each country, and its ranking at the level of the Arab countries.

Table 52: Results of the 2024 ranking of university institutions in the Arab countries in the ARU

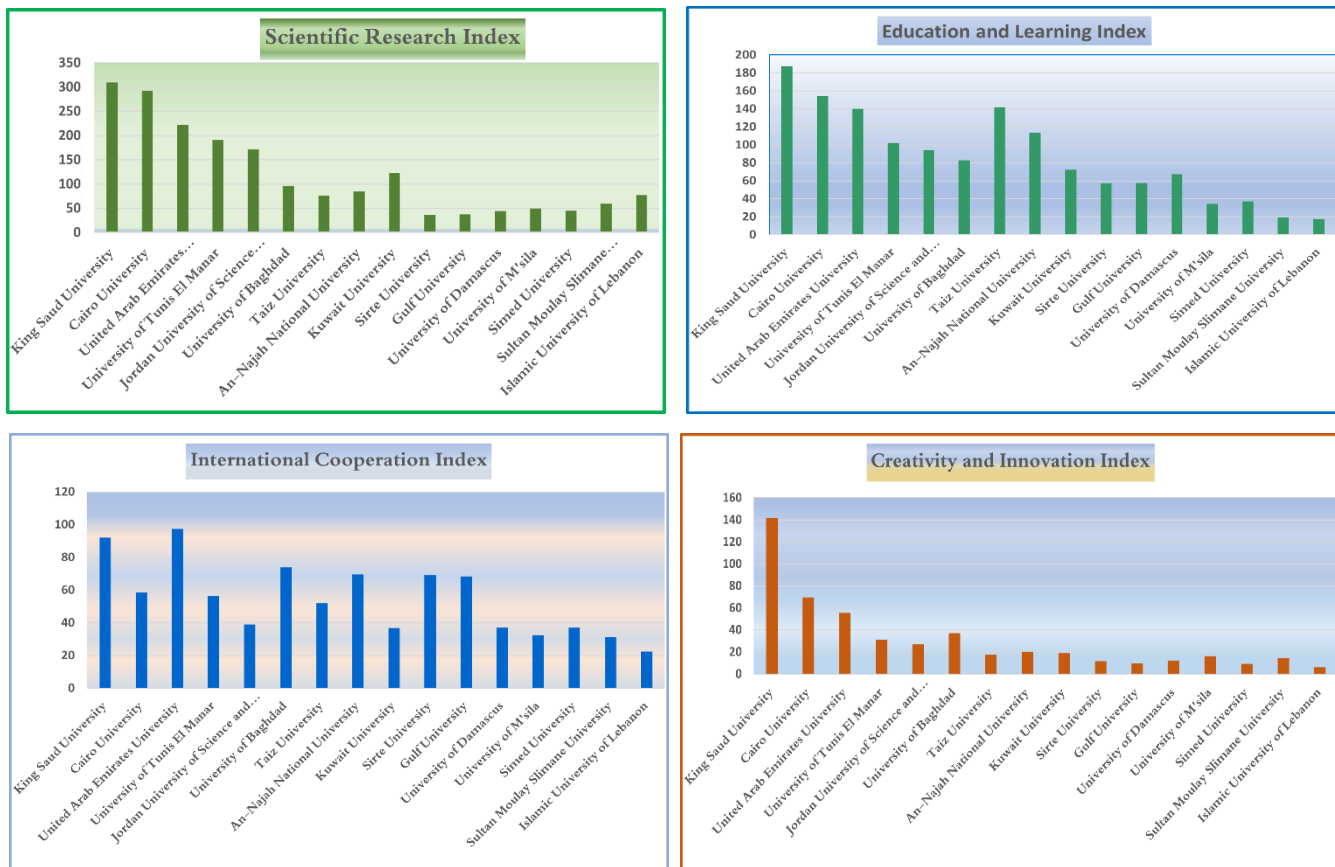
Country	University institutions subject to classification	University ranked first at the state level	League ranking	score
Saudi Arabia	10	King Saud University	1	730.8
Egypt	48	University of Cairo	2	575.3
United Arab Emirates	5	United Arab Emirates University	3	515.2
Tunisia	6	University of Tunis	10	380.4
Jordan	17	Jordanian University of Science and Technology	14	332
Iraq	41	University of Baghdad	18	290
Yemen	17	University of Taizz	19	288.1
Palestine	7	The National University of success	20	287.5
Kuwait	1	University of Kuwait	30	251
Libya	12	University of Surt	71	174.6
Bahrain	1	Gulf University	74	173.3
Syria	4	University of Damascus	84	160.8
Algeria	6	University of Msila	107	132.8
Somalia	2	University of SIMD	113	128.2
Morocco	1	Sultan Moulay Suleiman University	115	124.1
Lebanon	2	Islamic University in Lebanon	117	123.1
Total	180			

Source: Arab University Rankings Council, 2025

It is clear from the previous table that Saudi Arabia maintains the leading position in this classification at the level of Arab countries as in previous international rankings. King Saud University was awarded the first place with a score of 730.8 out of 1000 points. It is also noteworthy that King Saud University won the third place in the level of Arab countries in the QS World ranking, and won the second place with King Fahd University of Petroleum and Minerals in the classification of Thames. This Arab ranking confirms the status obtained by universities in Saudi Arabia in international and Arab classifications. The Arab Republic of Egypt leads in the Arab ranking in the second place, as Cairo University is ranked first among the ranked Egyptian universities of 48 universities, and the second place in the Arab countries,

but with a much lower estimate than the harvest of King Saud University (first place), it does not exceed 575.3 out of 1000 points. Referring to the following figure (5-9), we will note that the University of Cairo points are close to the points of KSU in the index of education and scientific research, but they fall significantly in the index of creativity and innovation and the index of local and international cooperation. The United Arab Emirates, the Republic of Tunisia and the Hashemite Kingdom of Jordan are in the following ranks, with the United Arab Emirates University, the University of Tunis Al Manar and the University of Science and Technology of Jordan taking the first places at the level of their countries.

The ranking of the Republic of Iraq, the Republic of Yemen and the State of Palestine is also in successive ranks of the University of Baghdad (18th), the University of Taiz (19th) and the National University of Najah (20th) respectively, and with similar estimates as well, these universities are the first in their countries. Regardless of the ranks of the universities, it is noted that the estimates obtained by the university institutions are very low, they are not more than 160.8 in the University of Damascus, which occupies the 84th position. it does not exceed 123.1 in the Islamic University of Lebanon, which ranks 117 out of 180 Arab universities included in this ranking. Figure 45 shows the top university institutions at the level of each country in the classification of ARU according to the axes of assessment, presenting the results according to the four main indicators.



Source of data: Arab University Rankings Council, 2025

Figure 45: The top university institutions in each country in the ARU ranking in the Education Index, the Scientific Research Index, the Creativity and Innovation Index, and the International Cooperation Index.

Figure 45 shows the disparity among university institutions in all indicators, but is greater in the Innovation and Innovation Index. where we note that King Saud University gets 142 points in this index out of 150 points, while the nearest university institution is Cairo University with a difference of up to 72.5 points, which is a very large difference. Inculcating the spirit of scientific innovation, creativity and entrepreneurship is an important message from universities and research centers. It starts with promoting scientific and academic curricula, creating an environment that spreads, supports and guides the culture of innovation through competitions and conferences, and promoting partnerships with businesses in the public and private sectors. A number of Arab countries have sought to implement initiatives to link scientific research and innovation with industry and the economy, and the Emirates Foundation for Science and Technology for the operation of Earth Observation satellites is a clear example in this area.

In 2015, the Academy of Scientific Research and Technology in the Arab Republic of Egypt launched the National Program for technological incubators (IntiLac), an umbrella for the establishment and management of technological incubators, which aims to transform innovations and research outputs into competitive emerging technology companies, and incubate researchers, innovators and students from Egyptian universities and technical institutes. It provides them with the right environment to implement their ideas and innovations. Over the past 9 years, the Academy has established technology incubators in 10 governorates covering the different regions of Egypt, and these incubators have varied between different disciplines including textiles, artificial intelligence, and the Internet of things (Center for Information and decision Support in the Arab Republic of Egypt, 2022).

Such initiatives highlight positive aspects at the level of each country, yet they cannot fill the clear gap in innovation and creativity in university institutions, and indicate a weak role for them in this field. For example, the percentage of patent applications in the Arab countries fell to 0.5% of the total applications in the world in 2022, and Algeria ranked first among the Arab countries in terms of the number of patents filed (ESCWA, 2024A).

It is also noted from the previous figure that the disparity between university institutions also appears large in the index of scientific research, and the Arab classification of universities allocated 400 points to this indicator, which constitutes the largest percentage of all four axes in recognition of the importance of scientific research and to enhance its role. These points take the quantitative and qualitative aspect of research published at the local, regional and international levels and identify the factors of impact in Arabic for this research. Some features have been revealed about the status of scientific research in the special section dealing with scientific research in terms of the delay in its career in university education institutions and its weak link to decision-making positions and its employment in various fields of development. Such results are confirmed in the classification of the Arab countries in this index, where some score points exceeding 120 points (by 30%), and the number of these institutions is only six, but the points drop in the rest of the institutions lowest in the Gulf University in the Kingdom of Bahrain (37.7 points) and the University of Sirte in Libya (only 36.5 points). of 400 points.

As for the level of indicators of international cooperation, they appear to fall short of what is required by most Arab States. There is an urgent need to strengthen Arab-Arab and Arab-international cooperation in order to exchange experiences and benefit from international experiences in all fields of research, innovation and higher education.

3. 4 conclusion:

The participation of Arab countries in Arab and international rankings is an opportunity for Arab universities to evaluate and organize their goals and courses of action according to the latest systems and trends desired to achieve appropriate performance standards, as well as an appropriate opportunity to exit from the local to the global level. About one-fifth of university institutions in the Arab countries participated in these international rankings, with the

proportion of institutions evaluated in the QS World Rankings and the Times Rankings reaching 22% and 21% respectively. The percentage of institutions evaluated in the Arab Universities Rating platform ARU16% of the total university institutions. Although the performance standards to which university institutions are subject as global standards may overlook other indicators that have a particular cultural and social context in the Arab States, the results obtained by these institutions greatly help to revisit many practices at the university and illuminate some of the strengths and correction points for the future. This experience opens the way for reflection on local initiatives for each education system in ranking universities at a local level, as well as at a regional level, as this helps to assess performance against criteria that take into account the local context of each system. There is no doubt that institutional bodies for accreditation and quality assurance play a major role in this area.

4. General results:

It is not the same to talk about the state of quality in higher education, especially in university education, as to talk about the state of quality in public education, due to the different context of each sector in terms of major trends, goals, target groups and institutions involved in each sector. In the university education sector, university institutions vary between the public and private sectors, and the size of the private sector in many countries dominates the size of government university institutions. In university education, the size of each institution varies so that it is difficult to compare between one institution and another in each country, and the scientific disciplines vary in each institution. There are university institutions for a specific field of study such as colleges of education, or colleges of health sciences, and in contrast there are institutions with diverse disciplines or comprehensive universities. The university education sector is like a mosaic piece made up of small educational institutions, and to get to know this sector we will first need a holistic view of this sector and then a microscope for each of its component pieces. This report attempted to capture an aerial image that remotely senses the state of higher education in these institutions, drawing its most important features, identifying its pivotal joints, exploring the sites of active and inactive movement, trying to understand the surrounding variables and their level of impact, and identifying possible locations for change and development. This report also attempted to map the profiles of university institutions in the Arab countries based on a number of international standards and scales that help to identify the positions of these institutions on the map of higher education in the world. These include the following results:

1. Public and private university education institutions have proliferated in the Arab States with the increasing demand for such education and have begun to encourage the private sector to invest in university education in an effort to achieve more educational opportunities. however, this increase still falls short of the demand for education and does not meet the real need to improve gross enrollment rates in university education. There is a clear disparity among the Arab States in their ability to meet the demand for education, which has been drawn from the following:

The division of the Arab countries according to the rate of universities per million inhabitants, which reflects the level of supply available from university institutions in each country, into three levels ⁽⁴⁸⁾:

- a) Modest level: Less than 2.3 institutions per million, which is the overall average for Arab countries.
- b) Average level: Above 2.3 institutions per million – 5 institutions per million population.
- c) High level: Above 5 institutions per million.

Dividing the Arab countries according to the rate of students per 100 thousand population, which reflects the level of demand in each country, into three levels:

- a) Modest level: Less than 2400 students, which is the overall average for Arab countries.
- b) Average level: From 2500 to 3500 students per hundred thousand population.
- c) High level: More than 3500 students per hundred thousand population.

By balancing the demand for education with the supply of university institutions, States were divided into three categories, as shown in table 53.

⁴⁸ This division is only justified from the point of view of the authors of the report in order to achieve a comprehensive vision that reflects the general reality of university institutions in the Arab countries and the level of demand for these institutions. Some of the results may change if we delve more closely into the data of individual countries, but the findings of this attempt make sense of what has been discussed in this chapter about the state of university education in the Arab countries.

Table 53: Distribution of Arab countries by the level of virtual supply of university institutions relative to the level of virtual demand for university education

The State	Virtual demand for university education	Virtual supply of university education	General situation
United Arab Emirates	Modest	High	Supply is more than demand
Kingdom of Bahrain	Average	High	Supply is more than demand
State of Qatar	Modest	High	Supply is more than demand
Republic of Tunisia	Average	High	Supply is more than demand
State of Palestine	Average	High	Supply is more than demand
Islamic Republic of Mauritania	Modest	Average	Supply is more than demand
Federal Republic of Somalia	Modest	High	Supply is more than demand
State of Kuwait	Modest	Modestly	Demand is proportional to supply
The State of Libya	High-rise	High	Demand is proportional to supply
People's Democratic Republic of Algeria	Average	Average	Demand is proportional to supply
The Lebanese Republic	High-rise	High	Demand is proportional to supply
Republic of Iraq	Modest	Modestly	Demand is proportional to supply
Saudi Arabia	High-rise	Modestly	Supply is less than demand
Sultanate of Oman	Average	Modestly	Supply is less than demand
The Hashemite Kingdom of Jordan	High-rise	Average	Supply is less than demand
Arab Republic of Egypt	Average	Modestly	Supply is less than demand
Kingdom of Morocco	Average	Modestly	Supply is less than demand
Syrian Arab Republic	Average	Modestly	Supply is less than demand
Republic of Sudan	Modest	There is no data	
Republic of Yemen	Modestly	There is no data	
Comoros Islands	There is no data	There is no data	

The above table shows the division of the Arab States into three groups:

- The majority of university institutions in these countries, with the exception of the Republic of Mauritania, are private sector, which provides a wide choice for students, but the difference in demand from supply is greater in the UAE, Qatar and Somalia

(modest - high) there is clearly a proliferation of private institutions in these countries, and this may require a review of licensing standards and conditions, especially in the case of the Republic of Somalia, where the demand for university education is much lower than the level of supply from universities and where only 717 students compared to 100 thousand of the population, which is very low.

- **Countries that have achieved almost parity between the demand and supply levels of university institutions.** On the one hand, the People ' s Democratic Republic of Algeria, whose university institutions belong to the public sector, may be a factor in its ability to expand according to expected demand. On the other hand, there is also the Lebanese Republic, where all university institutions are made up of the private sector, and this may also be a factor in achieving the required balance because the initiative of any institution to join the university sector will be economically calculated and the demand for education is considered. The rest of the States are also uneven in terms of the number of private and governmental institutions, and this may also be the result of the assumption that there are other factors that interfere in the balance between supply and demand, including State strategies and directions for this sector.
- **Countries where the available supply of institutions of higher education is less than the demand for education.** These countries are composed of a large population base which in total constitutes 47% of the total population in the Arab countries. The Arab Republic of Egypt and the Kingdom of Morocco are the largest in terms of population. The population factor may have a clear impact on the inability of this group to keep up with the level of demand for education, especially since most of these countries are not high-income countries, which restricts the State ' s possibilities to provide university education in the public sector. in addition, a competitive market at such economic levels may also limit the opening of large-scale private educational institutions.

2- the spread of university institutions is a positive result to provide educational opportunities to the largest possible segment of society, but this proliferation of private university institutions may find justification only from the perspective of providing educational opportunities to the largest possible segment of society, but in return may lack studies and foresight future needs, the programs offered by these institutions are also compatible with the needs of the community. There are clear orientations among students toward the humanities, social, media and other theoretical studies, and although this trend is not considered a general trend in all Arab countries, there is a greater trend toward specialization in engineering and applied sciences and technology. specialization in medicine and health sciences in the Hashemite Kingdom of Jordan, the Lebanese Republic and the State of Palestine. Without detracting from the importance of human theoretical disciplines in general, the need requires achieving an appropriate balance between the actual need of society, especially in light of the successive changes in the current era in the field of technology, industry and its related fields.

3- Scientific research is still lagging behind in the Arab countries, although the general appearance of university institutions in these countries suggests otherwise, there are 1394 research centers in 14 Arab countries. On the one hand, the educational institutional nature of most university institutions is dominated by the nature of research and innovation, and the proportion of advanced human cadres capable of leading high-level professional research processes in these institutions is low, which limits their ability to produce research and compete at the regional and global level. The number of researchers per million people in the Arab countries did not exceed 614 researchers/million people, compared to the global average of 1342 researchers/million people in 2022. We find the impact of this in the rate of research production in the Arab countries where it is shown that this production is low compared to what is produced in the world.

4- the result of the current reality of the institutions of university education is clear when these institutions are placed in comparison to international standards and monitored on a list with the best university institutions in the world, so you know their ranking in this list and realize the weaknesses that can be addressed. It is clear from monitoring the results of the classification of university institutions in the internationally known classification lists that the position of university education institutions in the Arab countries is for most of them in low ranks. However, the lists appear to be bright pages for a number of Arab universities that have good grades, which confirms the ability of Arab countries to compete globally and to be among the ranks of the most prestigious universities. however, this requires a strong will and determination to put plans into practice and to support theoretical orientations with practical application on the ground.

Chapter VI.

The results of the periodic report of the research project on the state of education quality in the Arab countries The proposed framework for development



Chapter VI.

The results of the research project on the state of education quality in the Arab countries and the proposed framework for improvement

Introduction

This research report focused on the issue of quality in public education in the Arab countries, and this was done by reading the education system within three main dimensions: Education inputs, educational processes, and education outputs. The fifth chapter on the status of quality in university education completed the picture of the education system in the Arab countries, where it reviewed the role of university institutions in education and scientific research in comparison and analysis, and reviewed the results of the classification of universities in the Arab countries in the programs of international classifications.

In this chapter, the most important findings on the Arab countries will be reviewed, with these countries divided according to the level of human development into four groups (UNDP, 2025):

- **Very high human development group** where the index value is 0.800 or more: All GCC countries are included in this group; The United Arab Emirates, the Kingdom of Bahrain, the State of Qatar, the Kingdom of Saudi Arabia and the State of Kuwait, the Sultanate of Oman.
- **High development group, with** a value ranging from 0.700 to 0.799, includes the Arab Republic of Egypt, Tunisia, the People's Democratic Republic of Algeria, the State of Libya, the Kingdom of Morocco, the Hashemite Kingdom of Jordan, and the Lebanese Republic.
- **Medium Human Development Group, where** the value of the index ranges from 0.550 to 0.699, includes the Republic of Iraq, the Syrian Arab Republic, the State of Palestine, the Islamic Republic of Mauritania, the Comoros.
- **Low human development group**, where the value of the index is less than 0.550, includes the rest of the Arab countries in the low income category and is a low human development country, including the Republic of Djibouti, the Federal Republic of Somalia, the Republic of Sudan and the Republic of Yemen. (See Appendix 6).

This chapter is divided into two main parts:

- **The first part:** Presenting the general results of the research report on the state of quality in public and university education, thus providing a brief analytical reading of the contents of the chapters from the second to the fifth chapter.

- **The second Part:** A vision of the priorities presented to the Arab countries for the improvement and possible areas of change in education, and sets out general proposals in this field.

The first part is a summary of the most important reviewed chapters II, III, IV and V of this report, which includes population and human development, indicators of public education in the Arab countries, indicators of the quality of public education in the Arab countries, and indicators of the quality of university education in the Arab countries. This quick summary sets the stage for a careful reading provided by Part II, which includes a vision of priorities in both educational inputs (the third chapter theme), educational processes and education outputs (the fourth chapter theme), and university education (the fifth chapter theme). These priorities are based on three levels of intervention:

- Continue to promote and support the directions, policies or actions currently implemented; signed by the symbol (→)
- Vision of urgent priorities for intervention at the present time, extending over a five-year period, and those priorities may vary from country to country; signed by the symbol (● ● ●).
- Envision future priorities that can be viewed as medium-term priorities (after five years); signed by the symbol (●). (see box 6).

The aim of this analysis methodology is to enable the reader to read the educational landscape in the Arab countries, while at the same time reading the country-specific landscape as an independent context in the education system in the Arab countries.

1 the general results of the research report on the state of quality in formal and university education.

1.1 Population and Human Development in the Arab States:

It is clear that the different social, economic and political conditions in the Arab countries are reflected in the educational system in each country. Political, security and social stability are not the same for all countries, and this stability is one of the most important conditions for achieving a stable and safe education for all students. The disparity in the economic level of Arab countries in terms of income and per capita national income also affects the ability of the state to spend on education and the ability of families to educate their children. The analysis in chapter II showed that the disparity in the Arab countries was evident at all levels among the four groups of Arab countries, but was significant in the income level index with the health index. It was also found that there is a clear and significant disparity in the education index between the low human development group and the immediately preceding group (medium human development), which indicates the role of education in improving the level of human development in these countries.

- **High human development countries:** These countries are distinguished from the rest of the Arab countries by high national income, with per capita income reaching \$121,930 in Qatar and below \$38,840 in Oman (World Bank Group, 2024). The population of the GCC countries is estimated at about 57 million and 883 thousand people, representing only 12% of the population of the Arab countries. The population between the ages below 14 is 22.6%, ranging from 16% in the UAE and Qatar to 26% in Oman. The peoples of these countries are characterized by almost identical social and cultural character, which is predominantly tribal, and in this type of society the family has a central role in the education and guidance of the individual, and the family is a major supporter of its children in various areas of life, including education.
- **High Human Development Group:** These countries have large and diversified economies and rely on multiple sources of income; Per capita national income at purchasing power parity in current US dollar prices ranges from \$10,150 in the Kingdom of Morocco to \$18,230 in the Arab Republic of Egypt (World Bank Group, 2024). These countries also have a large human base of 235 million and 131 thousand people, and this constitutes 48.8% of the total population in the Arab countries. Despite the existence of multiple nationalities with diverse origins in these countries, such as the Amazigh in Tunisia and the People's Democratic Republic of Algeria, and the Armenians and Circassians in Jordan, their peoples unite on a single Arab identity. This diversity is reflected in the needs and expectations of individuals for education and requires the education system to take these needs into account.
- **Medium Human Development Group:** The countries of this group are characterized by middle income and the Iraqi Republic differs from other countries in the dependence of its economy to a large extent on oil, while other countries are characterized by important economic resources in the field of agriculture, as is the Syrian Republic and the Comoros. The Palestinian economy is the weakest in the face of the challenges and constraints imposed by the Israeli occupation, as well as the decline and contraction of production bases resulting from the war in Gaza; Industrial, agricultural and industrial services in this sector. Despite the stability of the political and security situation in the African countries in this group, they face major challenges in terms of diversifying the economy, investing development opportunities and strengthening the appropriate infrastructure. The per capita national income of these countries, based on purchasing power parity in current US dollar prices, ranges from \$4080 in Comoros to \$14550 in the Republic of Iraq. The combined population of these countries reaches 79 million and 707 thousand people, which constitutes about 16.5% of the total population in the Arab countries, and the majority of the population in these countries is of Arab origin, but there are other ethnicities and nationalities with culture and customs distinct from others. like the Kurds in northern Iraq and Syria. These countries also have the advantage of using foreign languages other than English in their official dealings due to their influence on French colonialism such as Comoros and Mauritania. This diversity is strongly reflected in the educational system in terms of the language used in education and the content of the subjects in the educational system, which requires taking into account the culture and social background of the students.

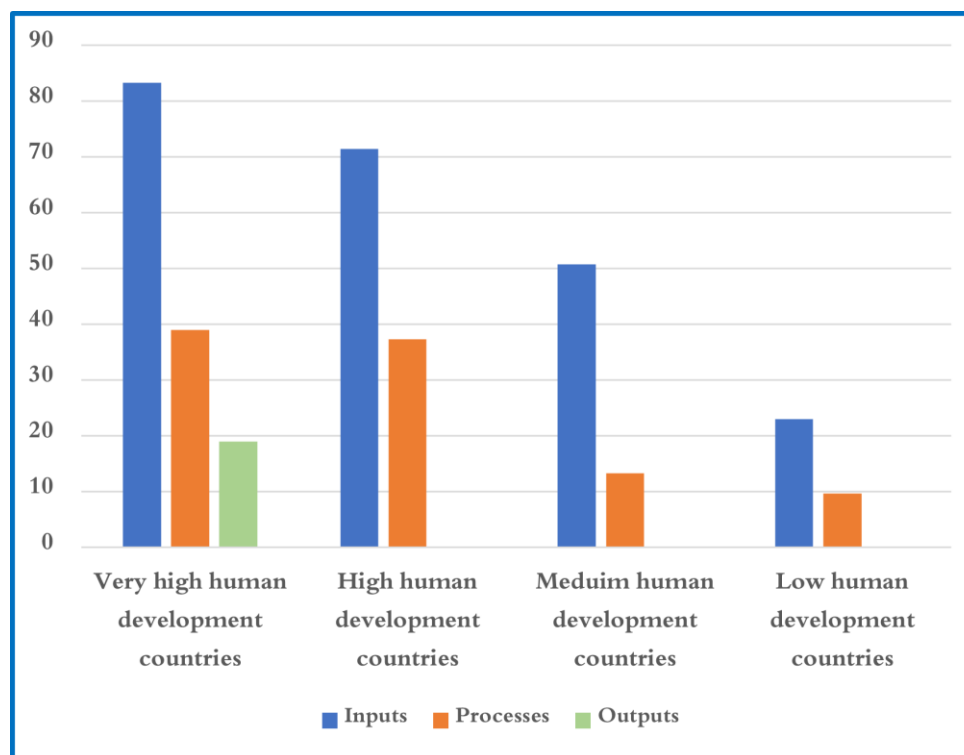
- **Low Human Development countries:** Except Djibouti, the rest of the countries in this group are unstable due to regional and internal conflicts, which have affected the education system and the learning opportunities of large numbers of children. However, Djibouti is one of the countries affected by the conflicts in the countries around it, receiving refugees from Somalia, Ethiopia and Eritrea. Although these countries are rich in natural resources, fertile land, mineral and water resources and strategic geographical location, conflicts and environmental problems such as floods and droughts make their economies fragile and vulnerable and unable to meet the needs of their people. Djibouti depends on its privileged geographical location on the Red Sea for commercial activity and shipping services, but ensuring full access to this location depends on the security stability of the Red Sea, the terms of trade and tax policy, as well as the fact that the country itself faces various economic challenges such as poverty and unemployment. The Republic of Yemen is in a difficult economic situation because of the armed conflict in Yemen, which has led to the collapse of its economic potential, especially in the production of oil and gas. The population of the countries of this group is about 108 million and 945 thousand people; Of these, 45.9% are in the Republic of Sudan alone, and this number constitutes 22.6% of the total population in the Arab countries. Per capita national income in these countries varies according to purchasing power parity in current US dollar prices from \$1590 in the Federal Republic of Somalia, to \$2070 in the Republic of Sudan and \$3020 in the Republic of Yemen, and up to \$7850 in the Republic of Djibouti (World Bank Group, 2024).

1. 2 indicators of the state of quality of education in the Arab countries:

The analysis in the third and fourth chapters was based on the collection of indicators on the quality situation in the Arab countries, the number of these indicators reached 45. The results were analyzed according to the standard values of each of these indicators and were carefully selected from many well-known international and global reports; These are the educational indicators in the 2030 Agenda for Sustainable Development. The Arab States were divided into groups in accordance with the normative values they had achieved in the 45 indicators, the purpose of which was to show how close or distant they were to achieving the normative values of educational indicators and thus to draw the picture and profile of the education system for groups of States on the one hand and for each education system on the other⁴⁹. Figure 46 shows the achievement of the benchmark values of the indicators by the ranking of countries in the

⁴⁹ The indicators for the three dimensions of education (inputs, processes and outputs) were read from the perspective of the extent to which each indicator achieves international or Arab normative values. Each indicator and each country were read against the standard values, and the indicators that met the standard values were sorted, which are detailed in the Annex (4-5) of the indicators of the teaching and learning processes.

Human Development Index and the three dimensions adopted in the analysis (see chap. III and IV).



Source: Table 4-22. The degree of achievement of normative values in educational indicators (Chapter III) and in education processes and education outcomes (Chapter IV)

Figure 46: Achievement of the standard values of educational indicators in the Arab countries.

The most important findings will be reviewed and interpreted according to each of the three dimensions outlined above:

1. 2. 1 Education input indicators:

Given the nature of this dimension, which includes indicators of the financial, material and human resources available for education and the implications for enrollment rates, it can be concluded that the economic potential and resources of groups of States have played a significant role in achieving educational opportunities for all students of school age.

- **Countries with very high human development:** The GCC countries, with their high economic income and clear educational trends, have been able to make progress on

many educational indicators that are expected to have a positive and direct impact on education outcomes. However, only 15 per cent of government spending is allocated to learning in the UAE, which is the minimum set by UNESCO's Education Systems Plan to achieve the fourth SDG goal, and then 12 per cent in Oman. 9% in Qatar and Kuwait, 8% in Bahrain and 5% in Saudi Arabia. These are far below what is expected to be spent on education. However, given the economic level and national income of these countries, these ratios would constitute a substantial real financial value sufficient to provide the material means for the functioning of the education system. These countries have opened the way for private education to be a partner in providing education to their children and to the children of Arab and foreign communities, which seems to have contributed to stimulating the movement of competition among them in providing better education for all. These countries have been able to achieve universal basic education and enhance the efficiency of education outputs in terms of equipping them with a good level of skills and basic skills appropriate to this present age and the future. The proportion of qualified teachers with appropriate educational training was 100%, and class density is low, ranging from 25 to 30 students per class.

- **Countries with high human development:** Most countries commit to spending on education at or close to the expected global average, ranging from 8% of the state's public spending in the Arab Republic of Egypt and the People's Democratic Republic of Algeria to 19% in Libya. However, the proportion of the national product allocated to education varies, reaching 6.4% in Libya and 2.1% in Egypt. The private sector contributes to the provision of education in most of these countries, but in varying proportions from one country to another. The proportion of qualified and trained teachers in these countries varies, with the proportion in four countries reaching more than 80%, while in Libya and the Republic of Tunisia it is even lower.
- **Medium Human Development countries:** The State of Palestine and the Islamic Republic of Mauritania are among the countries that allocate a high proportion of government spending on education, amounting to 20% and 21% respectively. In the rest of the countries, these rates decrease to 12% in the Republic of Iraq and 10% in the Comoros. The proportion of qualified and trained teachers in the educational field in the Republic of Mauritania rises to 94%, but is lower in the rest of the countries, not exceeding 50% in the Comoros, 44% in the Syrian Arab Republic, 37% in the State of Palestine, and even 27% in the Republic of Iraq.
- **Low Human Development countries:** Countries in this group allocate a small proportion of government spending on education that is less than the recommended rate for achieving the 2030 Human Development Goals, except for Djibouti, which

allocated 15% of government spending on education, only 12% in the Republic of Sudan. 8% in the Republic of Yemen and only 5% in the Federal Republic of Somalia. 100% of teachers in the Republic of Djibouti and 73% of them in the Federal Republic of Somalia are qualified and educationally trained human cadres, while the category of qualified cadres is still lower in the Republic of Sudan by 65% and in the Republic of Yemen by 59%. Infrastructure remains weak compared to the rest of the Arab countries, and the completion rate of education is significantly lower than in other Arab countries at the primary level (50% in Somalia – 81% in Djibouti). the expected number of years of education is much lower than in the Arab countries, reaching only between 6.7 and 13 years, which is below the global average (14.5 years).

1.2.2. Indicators of education processes:

It could be noted from Figure (46) that there is a significant difference in the achievement rates of normative values between the first group and the second group on the one hand and the third and fourth group on the other, and note that the difference between the first group (countries with very high human development) and the second group (countries with high development) is small, the difference between groups III (countries with medium human development) and IV (countries with low human development) is also small. This is despite the fact that there is a clear difference between these groups in the extent to which standard values are achieved in input indicators.

This finding provides an important indication that needs to be looked at and studied, namely that the ability of the education system to move at the level of educational processes may not always be affected by what is provided only in education inputs. The countries in the first group and the second group differ in the economic level and the possibilities available to each as explained in the first section (Population and Human Development), and it was found that this difference reflected the level of inputs clearly, but did not affect the level of indicators of educational processes, the result was similar in the rates of achievement of the normative values of both groups.

The same result is also evident when comparing the countries in the third and fourth groups, where the disparity is evident on the economic and human levels, and the difference was evident in the indicators of educational inputs, but the difference in the results at the level of educational processes was not significant. it can be said that the ability of educational systems to move at the level of educational processes is only relatively related to the input of the educational process, and that there are other areas available for each system to achieve quality in the educational processes with possibilities that may be simple and modest.

1.2.3. Education outcome indicators:

Figure (46) shows that the level of indicators in this dimension is available only for the first and second sets. This is illustrated by the lack of data available on education outcomes. International studies have been a key source for collecting some of this information on the Arab countries, as presented in chapter IV, and the results of the countries participating in the international assessment to measure the efficiency of education outputs have been counted among the most important indicators in this dimension.

- **Countries with very high human development:** Countries in this group participate in international assessments to identify the level of efficiency of education outputs in the most important skills, namely reading, mathematics and science. The UAE scored above the overall average in the TIMSS rating in mathematics for the eighth grade and in science for the fourth and eighth grades. Qatar scored well in science for the eighth grade in the TIMSS assessment, as did Saudi Arabia in the reading test in the Pisa assessment.
- **Countries with high human development:** Jordan, Lebanon, Egypt, and Morocco participate in these assessments, but their results so far are below the global average. Morocco and Tunisia also run national tests for students at the end of primary and lower secondary education to identify proficiency levels in basic subjects, but these results do not appear to be public.

1.3 indicators of university education in the Arab countries:

The features of university education in any country may be almost the same as those of general education, because it is a natural product of the trends, possibilities and situations in each country, and this logically applies to the Arab countries. However, the data reviewed on the state of quality in both formal and university education show different images at the level of each country, indicating the different approaches and plans of the Arab countries with regard to university education in particular.

1.3.1. Educational opportunities for members of the community:

The achievements in the average number of universities available per million people range from about 6 university institutions in very high income countries (GCC countries) to 5.4 university institutions in the group of countries with high human development (North Africa, Lebanon and the Hashemite Kingdom of Jordan). This rate drops to an average of 3 university institutions in the medium human development and low human development. But there is a clear difference between the same countries in each group. Tertiary enrollment rates also range from highest to lowest according to the level of human development, averaging 58% (35% to 74%) in the group of very high-income countries, and then to high-development countries with an average of 46% (33% to 60%). In countries with medium human development, these rates drop to 30% (from 6% to 43%), while there is no data available for low human development countries.

1.3.2. The size of the private sector in university education:

The private sector contributes in general to the acceleration of the economy, as it is a strategic partner in economic and social development. Stimulating the private sector to invest in the social services sector, especially education, is now an urgent necessity; It eases the burden on the state budget, especially in countries facing financial difficulties in funding education. As can be seen from Chapter V, private university education is more widespread and large in low human development countries (164 out of 212 university institutions) and in very high human development countries (154 out of 206 university institutions). Each country in these two groups has its own social and economic justification and circumstances. The first group needs to encourage the private sector to be a partner in university education because of the high cost of such education and the low capacity of the government sector to afford it. The GCC countries attract workforce from around the world and have an open policy of providing learning opportunities to overseas communities by encouraging private sector investment in education. In the second and third groups, the size of the private sector in higher education varies from country to country, as well as trends between leaving the field entirely to the private sector (the Republic of Lebanon) or making it available to the private sector according to the levels of demand for education, or adopting a policy of balance that may be intended between the public and private sectors, or restrict investment only to public education (Republic of Algeria). This divergence presents a divergence in trends toward private sector participation in investment in university education; The private sector can contribute to the diversification of education programs and the expansion of learning opportunities, especially in multicultural and diverse societies. The participation of the private sector can also fuel competition between it and government university institutions, and is expected to contribute to the development, innovation and modernization of the university education sector. This advantage may not be compromised by the desire of private institutions to achieve the appropriate material return on capital and effort spent in management and education, and therefore it is imperative that private university education be subject to quality assurance and reliability standards, and that educational programs appropriate to the needs of development be adopted.

1.3.3. Infrastructure available for scientific research:

Countries with high human development rank higher in this area than countries with very high human development, possibly due to two key factors; They are the variable of the human factor available in each group, and the variable level of scientific and industrial development reached by the countries in each group in terms of the history of the establishment of university institutions in these countries and the supportive and reinforcing environment to activate the scientific research movement historically parallel to the university institution. The average number of research centers in countries with high human development is 192 centers per country, and the average number of researchers is 1022 researchers per country, compared to 33 research centers in countries with very high human development per country, and an average of 841 researchers per country. In the third group of countries with medium human development, the average number of research centers is 22 per country, and the average number

of researchers is only 189 per country. There is insufficient data in this area for forth group; low human development. As for research production, the trend is different: In countries with very high human development, this production is ranked first, with an average number of published papers of 945 per million inhabitant, while in countries with high human development it is 527 per million and 204 is in countries with medium human development, but no more than 33 per million people in both the Republic of Sudan and the Republic of Yemen.

1. 3. 4. Classification of Arab countries in international classification programs:

The proportion of university institutions subject to the international rating reached 22% in the QS Global Program , 21% in the Times higher Education Program (the Times higher Education), and 16% in the Arab University Rankings (ARU), but these percentages vary from country to country. The results of their participation in international or Arab programs reflect a clear disparity; For example, the overall score distribution reading for Arab countries participating in the QS Global Program ranked only 53 of the 245 participating countries (only 21.6%) in the score category 50% and above, while the other institutions fell below that level (QS World University Rankings, 2025). In the Arab program , only three Arab countries scored above 500 of the 1000 marks, which are the top three out of 180 university institutions, while the estimates for other countries fell to less than 500 (Arab University Rankings, 2025). The superiority of some university institutions in such competitions is in fact a bright page in higher education in a number of Arab countries, but the low levels of most participating institutions reflect another aspect of university education, which needs to be radically reviewed and addressed.

2 A vision of development priorities and possible areas of change in education in the Arab countries

The following section presents the most important priorities for development according to five areas:

- Legislative frameworks and education policies.
- Resources allocated to education.
- Teaching and learning processes.
- Education outputs and economic and social returns.
- University education.

Under each of these themes are specific areas of change and development, which are derived from the findings reviewed in chapters III, IV and V. In the light of the different circumstances identified in the previous chapters, these areas are classified according to their priority level as shown in the following Box (6-1).

Box 1.1 Interpretation of priorities for proposed areas of improvement and change in educational systems in the Arab countries:

The following are proposed priorities to be addressed by measures appropriate to each State:

- **Urgent priority (●●●):** In the sense that its implementation is a top priority at the present time for the country concerned, which in our estimation extends over a period of at least three years to five years on the most, this importance has been estimated from the point of view of indicators of the state in the proposed field, it is either never achieved or it is achieved poorly. its priority stems from the fact that achieving this indicator helps in achieving others. Attention to this aspect has therefore been considered a top priority, both urgent and necessary, and linked to efforts to achieve it.
- **Postponed priority (●):** In the sense that its implementation is a priority, but the concerned country can postpone it for a future period as well and start its priority in our estimate within five years with continued strengthening and support for the current service. This classification is also based on the fact that the indicators reviewed in the proposed area are partially or poorly achieved.
- **Regular, non-urgent and non-postpond priority (→)** relates to areas achieved in the State concerned either fully or almost completely, and must be continued with reinforcement and supporting by a range of measures, procedures or capabilities as each State sees fit.

Note: These priorities are determined by each country and its location in the Human Development Index, so what may be urgent in one country can be considered deferred in another, and so on.

2.1. Legislative framework and education policies:

Many international laws and charters have been issued that establish the political frameworks of countries and commit them to provide comprehensive, equitable and fair educational opportunities for all, but national laws may not reflect all these trends. laws and regulations may also be enacted at the national level, but policies and measures that implement these laws may not be as effective as giving them the power to enforce the law. It must therefore be noted that legal legislation always entails political and administrative organization on the ground and requires commitment and follow-up, guidance and correction measures. Table 54 shows the legislative frameworks for providing learning opportunities and the main indicators for the enforcement of such legislation. These indicators are classified according to the priority criterion reviewed in box 1.1 above.

Table 54: Areas for improvement and change proposes in the legislative frameworks and educational policies in the Arab countries.

The State	Legislations for learning opportunities	Pre-school education	Gender parity	Inclusion of people with special needs
The group of countries with very high human development				
United Arab Emirates	→	→	→	No data available
Kingdom of Bahrain	→	→	→	→
State of Qatar	→	→	→	→
Saudi Arabia	→	●●●	→	No data available
State of Kuwait	→	●●●	→	No data available
Sultanate of Oman	→	←	→	→
Group of countries with high human development				
The Hashemite Kingdom of Jordan	→	→	No data available	●●●
Arab Republic of Egypt	→	●●●	→	●●●
The State of Libya	→	●●●	No data available	→
Republic of Tunisia	→	→	→	→
Democratic Republic of Algeria	→	→	→	→
The Lebanese Republic	→	→	●	●●●
Kingdom of Morocco	→	→	●	←
Group of countries with medium human development				
Republic of Iraq	●●●	●●●	Data not available	Data not available
Syrian Arab Republic	→	●●●	→	Data not available
State of Palestine	→	→	→	→
Islamic Republic of Mauritania	→	●●●	●	Data not available
Comoros Islands	Data not available	●●●	●	Data not available
Group of countries with low human development				
Republic of the Sudan	→	●●●	●	Data not available
Republic of Yemen	→	●●●	●	●●●
Federal Republic of Somalia	●●●	●	●	●●●
Republic of Djibouti	→	●●●	●	Data not available

Source: Indicators reviewed in chapter III include: 1. indicators of legislative frameworks for free and compulsory education for all - 2 - indicators of legislation and procedures for the provision of structured learning one year before the official primary school age - 3 - Gender parity in primary education - 4 - indicators for the integration of persons with special needs in education.

On the basis of this premise, we place the following main areas in order of priority:

1. **Legislations for free and compulsory education for all:** Each system begins with legislative frameworks that declare the State's commitment and establish specific years of free and compulsory education as a minimum that the State is obliged to provide to everyone who reaches the legal age of education. The priorities in this area vary among the Arab countries as follows:
 - **Countries with very high human development:** The legislative frameworks for achieving free and compulsory education in the Arab countries are updated in countries with very high human development, and therefore there is only a need to support policies and strengthen measures aimed at this area.
 - **Countries with high human development:** The table notes that legislative frameworks are almost up to date in this group of countries as well, so there is only a need to support policies and strengthen measures aimed at this area.
 - **Countries with medium human development:** Despite the availability of the necessary legislation to provide free and compulsory education in the countries of this group, there is an urgent priority in the Republic of Iraq to raise the duration of compulsory free education to at least 9 years, as the legal years of compulsory education are six years according to the Education Law No. 22 of 2011. In this case, it is important that the years of legal obligation extend to nine years.
 - **Countries with low human development:** Consideration of the legislative framework in this group of countries is an urgent priority in the Somali Republic because there is no law on compulsory education.

2. **providing structured learning one year before the official age of primary school enrollment,** which greatly contributes to raising the level of children ' s readiness and abilities for school education and reduces educational losses. Table (54) presents the distribution of the Arab States according to the priority criterion in this area, as follows:
 - **Countries with very high human development:** This group should continue to support pre-primary education policies and promote access to pre-primary education. However, there is a urgent priority in terms of the need to increase enrollment in pre-primary education in Saudi Arabia and Kuwait, despite the existence of legal provisions on the provision of such education in the State system.
 - **Countries with high human development:** There is an urgent priority to support and raise educational opportunities at this stage in the Arab Republic of Egypt despite the availability of legal texts in this area (see Chapter III). The State of Libya does not have data on whether these texts are available. However, data on the participation rate in structured learning one year before the official primary school age shows that this rate has fallen to less than 20%, so there will be an urgent priority in Libya to seek to enhance pre-primary education opportunities. For the rest of the States in this group, support, promotion and follow-up policies remain essential.

- **Countries with medium human development:** the data available on the countries of this group confirm the importance of giving urgent priority to pre-school education, and it was placed in this position because of the existence of provisions and policies for the provision of such education in these countries, but the enrollment rates are still low and must be raised in the near future.
 - **Countries with low human development:** There are three countries in this group that need to establish an urgent priority for pre-primary education, which has been placed among the urgent priorities of the Republic of Sudan, the Republic of Yemen and the Republic of Djibouti because of the existence of provisions and policies for the provision of such education in these countries. Priority has been placed on a deferred rank in the Somali Republic, where there is no compulsory law in primary education, and this area can therefore be postponed until a compulsory law is passed in primary education.
3. **Achieving gender parity in primary education:** This is done by improving educational opportunities for girls at various levels, studying the causes and factors that affect their enrollment, and studying the reasons why boys drop out of different education paths before finishing school. The gender parity indicators in the Arab States show the importance of achieving this as follows:
- **Countries with very high human development:** There is a need to continue to support and strengthen the gender parity index in this group as there is gender parity in primary education in these countries.
 - **Countries with high human development:** There is a need to continue to support and strengthen the gender parity index in this group, with a deferred priority in both the Lebanese Republic and the Kingdom of Morocco, where there is inequality in primary education especially for boys.
 - **Countries with medium human development:** There is a postponed urgent priority for achieving gender parity in the Islamic Republic of Mauritania, where this parity varies from one educational level to another, starting at the primary level for girls and ending in secondary school for boys. In the Comoros, the opposite occurred, starting at the primary level in favor of boys and ending in favor of girls, situations for which States could study the causes and address them with certain policies and measures.
 - **Countries with low human development:** Gender parity in all these countries is in favor of boys, and therefore there is an urgent priority, with emphasis on continuing to support this trend at the present time.
4. **Providing opportunities for inclusion of people with special needs in regular schools,** with all appropriate services and support that enable them to participate effectively with their classmates. The following is how educational indicators in this area are reflected in the priorities of States:

- **Countries with very high human development:** Integration opportunities are available in the Kingdom of Bahrain, the State of Qatar and the Sultanate of Oman, and they need continued support and strengthening. There was insufficient data on education opportunities for people with special needs in other countries in this group.
- **Countries with high human development:** According to the data and information available on this group on integration opportunities for people with special needs, it is clear that there is an urgent priority to provide these opportunities in the Hashemite Kingdom of Jordan, the Arab Republic of Egypt and the Lebanese Republic, where the opportunities available to this group are available within special classes for special needs and not integrated. Integration policies and support in other countries should continue to be strengthened.
- **Countries with medium human development:** The State of Palestine is the only country with data on students with special needs, which is integrated with other classes and still needs policies of promotion and support.
- **Countries with low human development:** In both the Republic of Yemen and the Federal Republic of Somalia, there is an urgent priority to establish consolidated classes for special categories rather than being limited to separate classes.

2. 2 Resources for education:

It includes all financial, human and material resources, which constitute the basic basis for achieving quality in education, and includes the requirements for the application of the educational curriculum, including books, educational means and others. Although their availability does not guarantee this quality, the relationship between them and education outcomes is strong through practices in the education environment that are greatly influenced by the quality, quantity and suitability of these inputs to the education processes. Table 55 shows the ranking of six key areas by priority for implementation in each Arab countries.

Table 55: Areas for improvement and change proposed in the resource hub for education in the Arab countries⁽⁵⁰⁾

The State	Education allocations	Enhancing human capitals	Student rate per teacher	Internet and computer	Schools' infrastructure
Countries with very high human development					
United Arab Emirates	→	→	●	→	→
Kingdom of Bahrain	●	→	→	→	→
State of Qatar	●	→	→	→	→
Saudi Arabia	●	→	→	→	→
State of Kuwait	●	→	→	→	→
Sultanate of Oman	→	→	→	→	→
Countries with high human development					
The Kingdom of Jordan	●	→	→	●	→
Arab Republic of Egypt	●	→	●	●	→
The State of Libya	→	●●●	→	●●●	Data not available
Republic of Tunisia	●	→	→	●	→
Republic of Algeria	●	→	→	●	→
The Lebanese Republic	●	●●●	→	●	→
Kingdom of Morocco	→	→	→	●	→
Countries with medium human development					
Republic of Iraq	→	●●●	→	Data not available	Data not available
Syrian Arab Republic	Data not available	●●●	→	●●●	→
State of Palestine	→	●●●	→	→	→
Republic of Mauritania	→	→	●●●	Data not available	●●●
Comoros Islands	●●●	●●●	Data not available	●●●	●●●
Countries with low human development					
Republic of the Sudan	→	●	Data not available	Data not available	→
Republic of Yemen	●	●	●	Data not available	●
Republic of Somalia	●	●	●●●	Data not available	Data not available
Republic of Djibouti	→	→	●●●	●	→

Source: Indicators reviewed in chapter IV, which include: 1. proportion of government expenditure allocated to education - 2 - proportion of teachers with training or educational qualification - 3 - student rate per teacher - 4 - proportion of schools with access to Internet and computer services for education - 5 - proportion of schools with access to electricity and services sanitary water.

From the above table, which is the result of reading the indicators of the quality of education in the Arab States, the priorities of the Arab States can be ranked in the following six areas:

⁵⁰ Note: There are data that have not been completed by the countries in this study, and we have not been able to obtain it from other sources such as reports on official websites.

1. **Invest and allocate expenditures for education in** basic education, prioritizing resources for education to be invested in appropriate locations. In this case, there will be a fundamental need for oversight and accountability centers for quality, efficiency and effectiveness of spending in education. The priorities of the Arab States are as follows:
 - **Countries with very high human development:** Although the investment in education by countries in this group is considered high, given its proportion of government spending in Bahrain, Qatar, Saudi Arabia and Kuwait, it has not reached the rate recommended by UNESCO. however, this has been considered a deferred priority as the possibilities for education in these countries are almost complementary in most inputs.
 - **Countries with high human development:** The situation seems to vary from country to country and needs continued support in both Libya and the Kingdom of Morocco. However, there is a postponed priority to raise the rate of expenditure on education in the Hashemite Kingdom of Jordan, the Arab Republic of Egypt, the Republic of Tunisia, the People's Democratic Republic of Algeria and the Lebanese Republic.
 - **Countries with medium human development:** The Republic of the Comoros, with regard to the allocation of a proportion of government expenditures to education, will have to give urgent priority to raising this proportion, which is far below the proportion recommended by UNESCO. The rest of the States remain responsible for the continuation of financial support for education, with the Republic of Iraq looking to achieve higher levels in the near future.
 - **Countries with low human development:** The need to enhance and support education expenditures in relation to government expenditures in all countries with a deferred priority to raise this percentage in both the Republic of Yemen and the Federal Republic of Somalia.
2. **Enhancing the skills and efficiency of human resources in** education, and considering the legal hours allocated to the teacher to teach at the primary level commensurate with the teaching burdens, study materials and professional development requirements to which the teacher is committed. The following is the breakdown of priorities in this area in the four groups of Arab countries:
 - **Countries with very high human development:** The countries in this group achieve high rates of teachers with adequate training and qualifications, reaching 100% in the majority of these countries. the State of Kuwait needs only to push for more effective measures in this regard, especially to raise the proportion of qualified and trained people from 79% to levels similar to those of its colleagues from the Gulf countries.
 - **Countries with high human development:** There is an urgent priority to enhance the skills and competence of human cadres of teachers in the State of Libya and the Republic of Lebanon, in order to increase the proportion of qualified teachers from 40% and 65% respectively in both countries. Other countries in this group are expected to continue to support and strengthen qualification programs and incentive and promotion policies to maintain high levels of teachers.
 - **Countries with medium human development:** The countries of this group should give urgent priority to raising the teacher's competence in education in terms of training

or scientific qualification. The Republic of Mauritania should maintain the level of competence of its teachers with further support and promotion.

- **Countries with low human development:** The Republic of Djibouti can continue to support and strengthen teacher education policies and programs, where the percentage of teachers is up to 100%. In addition to continuing to promote and support teacher professional development, the rest of the countries in this group are called upon to make this area a priority, in order to increase the proportion of teachers with high scientific qualifications and appropriate vocational training.
3. **Student per Teacher ratio:** This indicator is a critical factor in the various classroom practices, where the teacher can deal with the individual differences of students, provide appropriate support, enhance their learning and motivation and address learning gaps in a timely manner. Indicators in this area emphasize the different priorities as shown by:
- **Countries with very high human development:** This group achieves almost ideal rates in this field, noting the need for the UAE to reduce the student rate and consider this indicator as a postponed priority that can be studied and identified both in the public and private sectors.
 - **Countries with high human development:** This group also achieves favorable rates, with a majority of less than 20 students per teacher, but there is a deferred priority to consider this rate in the Arab Republic of Egypt, where the student-teacher ratio rises to 27.
 - **Countries with medium human development:** With the exception of the Republic of Mauritania, this group also achieves appropriate and reasonable rates in this field, so there is an urgent priority in Mauritania to work on reducing the student rate per teacher, which reaches 51 students per teacher.
 - **Countries with low human development:** the priorities in this group vary according to the indicators monitored in this area, which confirm that the Federal Republic of Somalia and the Republic of Djibouti give urgent priority to reducing the student rate per teacher to the extent that it provides the possibility of achieving better education for all students.
4. **Supporting the capabilities of educational schools and providing** the requirements of educational processes from the Internet and computers. These services has become a necessity of school life, and is a daily book for the student from which he derives knowledge and builds the necessary skills. The school must keep pace with such technological and scientific developments and work to reduce the digital divide with what is happening outside its walls to provide students with what is commensurate with their needs and future. The order of priorities by group of Arab countries is as follows:
- **Countries with very high human development:** The countries of this group have achieved and are expected to remain on the path of educational resources and the necessities of a suitable school life for teaching and learning.
 - **Countries with high human development:** In most countries in this group, there is a postponed priority to strengthen and complete the provision of basic infrastructure in this group and technological education supplies such as computers and the Internet for education purposes. There is an urgent priority to provide Internet services for

educational purposes in Libya, where the proportion of schools with access to Internet services for educational purposes in this country drops to only 7%. To be a deferred priority with continued reinforcement and support for the current reality.

- **Countries with medium human development:** There is an urgent need to provide computers and the Internet and to raise the level of service in both the Syrian Arab Republic and the Comoros, with the continuation of appropriate support and necessary policies in the State of Palestine.
 - **Countries with low human development:** Despite the lack of data regarding the physical environment in terms of Internet, computer, electricity and water services, all countries should consider providing this as the minimum required for school services to provide suitable educational opportunities for students.
5. **Improve the infrastructure of schools, especially** in terms of providing clean water, adequate sanitation and electricity, providing them with an appropriate environment for learning and skills acquisition. It should also consider reducing the student density in one school, especially in primary schools, because the size of the class reflects on the level of concentration and interest in learning among students. The priorities in this area varied among the Arab States as follows:
- **Countries with very high human development:** Continued support and promotion in this area in this group.
 - **Countries with high human development:** All appropriate services are available in the school structure in this group with the importance of continued support and promotion in this area in this group.
 - **Countries with medium human development:** The provision of physical environmental services, such as electricity and clean water, is an urgent priority in all schools in the Republic of Mauritania and the Comoros. Continued support and reinforcement in the rest of the group.
 - **Countries with low human development:** Continued support and strengthening in both the Republic of Sudan and the Republic of Djibouti, with a postponed priority for the Republic of Yemen.

2.3 Teaching and learning processes:

Many research evidence suggests that there are critical factors that interfere with the effectiveness of the dynamics of educational processes in school and in the classroom. UNESCO (2005) identified a range of factors contributing to improving the effectiveness of education, including a set of educational indicators, which have also been reviewed in the present report. This section highlights four factors and adds a special element for the Arab countries, namely the application of the Arab model of quality and excellence in education proposed by Regional Center for Quality & Excellence in Education (RCQE), as shown in Table 56.

Table 56: Areas for improvement and change proposed in teaching and learning processes in the Arab countries.

The State	Time for school learning	Promoting literacy	Professional development of the teacher	Studies & Research	Arab model of quality and excellence
Countries with very high human development					
United Emirates	→	●●●	←	●	●
Bahrain	←	●●●	●	●	●
Qatar	←	●	←	●	●
Saudi Arabia	●●●	●●●	●	●	●
Kuwait	●●●	←	←	●	●
Oman	←	●	←	●	●
Countries with high human development					
Jordan	←	←	Data not available	●	●
Egypt	←	←	●	●	●
Libya	●●●	●●●	Data not available	●	●
Tunisia	●	●	Data not available	●	●
Algeria	●●●	●	●	●	●
Lebanon	Data not available	Data not available	Data not available	●	●
Morocco	●●●	←	●	●	●
Countries with medium human development					
Iraq	Data not available	Data not available	Data not available	●	●
Syria	●●●	●●●	Data not available	●	●
Palestine	●●●	←	●	●	●
Mauritania	●●●	●●●	Data not available	●	●
Comoros	Data not available	Data not available	Data not available	●	●
Countries with low human development					
Sudan	Data not available	Data not available	Data not available	●	●
Yemen	●●●	●●●	←	●	●
Somalia	●●●	●●●	Data not available	●	●
Djibouti	Data not available	Data not available	Data not available	●	●

Source: The indicators reviewed in the fifth chapter are: 1. Time allocated for school learning. 2. Hours allocated for teaching Arabic language subjects at the primary and preparatory levels. 3. Requirements and conditions for promotion for teachers and teacher quorum from teaching classes.

The above table reviews the most important indicators in the effectiveness of educational processes and by monitoring the indicators for these processes are classified according to the priority consideration and review by each country. They are as follows:

1. **Time for school learning:** it includes the adoption of an appropriate number of actual study days per year, which is a critical factor in the level of academic achievement, and the revision of the number of hours available to the learner per year, as the international standard emphasizes the obligation to allocate between 850 and 1,000 teaching hours per student per year, or 180 school days per year.
 - **Countries with very high human development:** The time allocated to students per year is lower than the global average (960) in all countries, but it decreases more in both Saudi Arabia and Kuwait, and therefore priority has been given to studying this aspect in these two countries.
 - **Countries with high human development:** Available indicators reflect the urgent priority in Libya, the People's Democratic Republic of Algeria and the Kingdom of Morocco to raise the rate of time allocated to students per year.
 - **Countries with medium Human Development:** The study of extending the time allocated to education annually is an urgent priority in the Syrian Arab Republic, the State of Palestine and the Islamic Republic of Mauritania.
 - **Countries with low human development:** Data are available for the Republic of Yemen and the Federal Republic of Somalia regarding the time allocated annually to education and it needs to be given high priority and urgent, falling below the Arab average to 826 and 832 respectively.
2. **Promoting the teaching and learning of reading and writing in the Arabic language at the basic stage, as** this skill is one of the most important variables that contribute to the quality and effectiveness of education. The emphasis on teaching basic subjects in reading and writing at this stage helps the learner to raise their level of achievement in the long term, which is an important indicator for predicting the learner's ability to continue and succeed in other subjects. Therefore, it is proposed to review the approved study plans for the subjects in general and to study the possibility of raising what is allocated to teaching Arabic at the primary level.
 - **Countries with very high human development:** The time allocated for literacy education in the UAE, the Kingdom of Bahrain and Saudi Arabia is less than the Arab average especially at the primary level (198), giving urgent priority to reviewing the distribution of time available for education between subjects.
 - **Countries with high human development:** There is an urgent priority in the State of Libya to review the time allocated to teaching Arabic (reading and writing), and this issue should be considered as a deferred priority in both the Republic of Tunisia and the Kingdom of Morocco.
 - **Countries with medium human development:** Time allocated for literacy education in the Syrian Arab Republic and the Islamic Republic of Mauritania should also be given urgent priority.
 - **Countries with low human development:** Available indicators suggest that an urgent priority should be given to reviewing the time allocated for teaching literacy at the primary level, which will allow for better education for students at this stage.

3. **Promote professional development opportunities for teachers**, improve their working conditions and salaries to match the standard of living in a country, and pay attention to in-service teacher training patterns. This proposal has been considered by combining a set of available data on opportunities and conditions for promotion with teacher quotas. The information provided in this report should consider the number of legal teaching hours for teachers per year (quorum) at the primary and lower secondary levels, and support the human cadres of teachers and enhance their capacities by providing opportunities for professional development and raising their educational efficiency so as to enhance educational practices. The proposals for strengthening this area are prioritized as follows:
 - **Countries with very high human development:** All countries in this group achieve good levels of professional development and should continue to promote and support these opportunities.
 - **Countries with high human development:** Although the available data are insufficient to judge whether there are professional development opportunities for teachers, all countries in this group should give priority in the future to advancing areas of teacher professional development.
 - **Countries with medium human development:** Although data on teacher professional development opportunities were not sufficiently available for all countries in this group, there is a need to give priority to this topic, whether urgent or postponed, given the importance of this area.
 - **Countries with low human development:** Based on the above reasoning itself and despite insufficient data, this report gives importance to the professional development that should be available to the teacher through many measures such as admission and promotion requirements, salaries and professional development opportunities available to the teacher.
4. **Encourage and support studies and research that are concerned with classroom practices**, study what is done in classroom rooms, follow-up of teaching methods and applied activities accompanying education processes, which contribute greatly to exploring the causes of failure and dropout and the direct factors affecting it. This field and the expose of what is happening in the classroom is an important area for all Arab countries. It has been classified as **a postpond priority** since such areas will first need to provide a scientific and human environment suitable for research as well as material and financial resources that may not be available to all States at the same level. Putting this on the list of concerns should therefore be present in the plans of educational systems in order to establish a professional research culture among the teachers themselves in the future.
5. **Application of the Arab model of quality and excellence in education:** This model is issued by the UNESCO Regional Centre for Quality and Excellence in Education (RCQE) in cooperation with the Arab Organization for Education, Culture and Science (ALESCO) and adopts the models of institutional excellence, the model of school excellence and the reference frameworks for ensuring the quality of education, and aims to enhance the competitiveness of education outputs at the global level. The model provides guidance for achieving quality and excellence in education (UNESCO Regional Centre for Quality and Excellence, 2024), allowing each country to review its programs and systems in light of the

standards set by the Arab model and allowing them to correct where necessary. This model helps the educational system, depending on the context of the country and the specificity of the system, to diagnose the educational reality by providing tools and standards that help to analyze the reality and practices and to evaluate the performance of the educational system, and then take improvement measures to help transform the future with a high degree of readiness. This model is considered **a postponed priority for all Arab countries, which** allows educational systems to learn about it and to train on the use of its tools in a way that contributes to the achievement of the goals set for it.

2. 4 Education Outputs and Economic and Social Return of Education:

When it comes to research the outputs of education and its economic and social return, the personality of the learner is at stake in all its mental, emotional and physical dimensions, and his knowledge, abilities and skills in dealing with himself and the surrounding community are the most important indicator that expresses the quality of real education. Here we look at a set of measures and mechanisms that can help in collecting important indicators on education outcomes. Table 57 indicates four key elements within which the Arab States can move and examine the most important factors and variables affecting them.

Table 57: Areas for improvement and change proposed in education outputs and economic and social return in the Arab countries.

The State	Employing National assessment results in research	Promote school quality evaluation programs and encouraging schools completions	Establish specialized centers to monitor efficiency levels	Orientation toward research studies to measure the impact of education on society
Countries with very high human development				
United Emirates	•	→	→	• • •
Bahrain	•	→	→	• • •
Qatar	•	→	→	• • •
Saudi Arabia	•	→	→	• • •
Kuwait	•	Data not available	Data not available	• • •
Oman	•	→	→	• • •
Countries with high human development				
Jordan	•	→	→	• • •
Egypt	•	→	→	• • •
Libya	•	→	→	• • •
Tunisia	•	→	→	• • •
Algeria	•	→	→	• • •
Lebanon	Data not available	Data not available	Data not available	• • •
Morocco	•	→	→	• • •
Countries with medium human development				
Iraq	Data not available	Data not available	•	•
Syria	Data not available	Data not available	•	•
Palestine	Data not available	Data not available	•	•
Mauritania	•	→	→	•
Comoros	Data not available	Data not available	•	•
Countries with low human development				
Sudan	Data not available	Data not available	•	•
Yemen	•	→	→	•
Somalia	•	→	→	•
Djibouti	Data not available	Data not available	•	•

Source: Chapter V information on evaluation programs and policies and quality audit institutions in public education.

The levels of interest in the previous areas were classified according to the data available on the policies of the Arab countries and their potential in evaluating the results of teaching and

learning with their policies in the field of publishing and studies in relation to this aspect. The previous table shows that:

1. **Employing national assessment programs in the field of scientific research:** The importance of this area is that national assessment programs provide many important data and information through which to detect the strengths and weaknesses of students' skills in reading, mathematics and science, national evaluation programs should be accompanied by field surveys of the attitudes of teachers, students and parents, as happens in international assessment programs to extract the relationship between student results and performance with school and class variables and students' personal and social characteristics. The Arab countries in this regard can be divided into two groups:
 - **Countries with very high and high human development:** Most Arab countries in these two groups, as indicated in the previous chapters, conduct a national assessment for students to ascertain the level of education outputs. however, there are no firm indicators of the extent to which these important measures are used in studies, research and analysis of results to detect strengths and weaknesses in learning knowledge and skills and to extract the relationships between educational inputs and practices on the one hand and outcomes on the other. Therefore, this area is one of the priorities postponed at the present time, provided that an appropriate structure for such studies and research is established with the necessary human and material competencies for this in the near future.
 - **Countries with medium and low human development:** data are not available for most of the countries in these two groups, and it is important to start strengthening this area in the countries for which data are available, namely the Comoros, Yemen and the Republic of Somalia, until this important educational experience is consolidated and the results of the national calendar programs are started at later stages.
2. **Promote quality assessment programs for schools and encourage functional competition among them,** while encouraging the publication of the results of national evaluation programs on the ministries' websites for use in regional studies and comparisons. A number of Arab States have made significant strides in assessing the quality of schools. Evaluation and quality control centers have been established and standards for school performance have been established. Based on the stages achieved in this area, States have also been divided into two groups:
 - **Countries with very high and high human development:** Specialized centers have been established in most of these countries to assess the quality of education or to initiate regular programs in this field, but such achievements should not stop at the procedural level only. rather, they are supposed to be used effectively to raise the level of performance in each school, spread programs of excellence and innovation, and promote competition between schools, as these measures are not only for governance and accountability, but they must contribute to a real movement of renewal and development in schools. It is therefore important to strengthen school quality assessment programs and encourage functional competition among schools.

- **Countries with medium and low human development:** There is not much data available on these countries, but the importance of such an area remains valid for all countries in this group and may be a priority deferred and should be a current project in the near future.
3. **Establishing specialized centers to monitor the levels of proficiency in learning in basic subjects:** This field is considered an essential complement to the previous field. Given the magnitude of the work in this area and its need for specialized expertise, this can be done through partnership with the private sector or international institutions or exchange of experience and partnership with Arab countries that have made progress in this field. The priorities for the implementation of this aspect are divided as follows:
- **Countries with very high and high human development:** The countries in these two groups are considered to be at a similar level of performance in terms of stages of work and may vary among them in terms of areas, available infrastructure or expertise as well, but as noted in the table will need to continue their policies and programs in support of this area.
 - **Countries with medium and low human development:** Most of the countries in these two groups are required to put a deferred priority in this direction because it is considered high-cost programs and specialized expertise.
4. **Orientation toward research studies to measure the impact of education on society:** Including measuring the contribution of education to economic development and the productivity of outputs in the labor market, and this orientation is practically done in partnership with the concerned authorities in society, and research centers in university institutions must have an important role in this. perhaps even to lead such an approach as a contribution and a true partnership between public and university education. The Arab States are divided according to the priorities in this area into the following:
- **Countries with very high and high human development:** It is an urgent priority and a basic requirement and reflects a high level of development in countries that have such studies and are actively used in the development of education processes. This approach to such research studies, which specialize in tracking the impact and impact of education on society, may be carried out at different levels across countries, depending on the size of the possibilities in each country; There are specialized research centers in some countries that carry out distinguished research missions in all fields. In such a case, the attention of these centers is drawn to the need for attention in this area; That is, the implementation of long-term research that follows the cohort of learners over time periods that allow the discovery of the abilities and competence of graduates of the educational system to bring about real and effective development.
 - **Countries with medium and low human development:** This group may not have these possibilities at present, but it should work in this direction in the near future. The priority of action in this direction is deferred.

2. 5 Higher education:

At a previous historical stage, university education was limited to certain categories of students among the outstanding and financially able to continue education. The economic value of a university degree was very high because the number of graduates at this educational level was limited, and the demand for it was high in the labor market. At the present time, the cohorts of learners at this level of education have begun to rise to a high degree and the spread of university institutions in the Arab countries to absorb the demand for education, and this is reflected of course on the value of graduates in the labor market. they are highly competitive according to their competence and enable them to acquire the real learning skills that this market needs. The possession of a certificate in itself is no longer a criterion for obtaining employment and promotion in the profession, but rather different criteria and different indicators for assessing an individual ' s suitability for a particular profession. Therefore, it will never be possible to look at the quality of university education from one perspective only (for example, the number of graduates in a particular discipline), but from several angles determined by the economic and social situation at the level of each country and at the global level. This trend has always been in mind as we read the reality of university education and its features, and through it we also set brief perceptions about what should be seen in the university education sector in the Arab countries. Table 58 reviews the proposed priorities for the Arab States, which are in accordance with the indicators reviewed in chapter V of the present report.

Table 58: Areas for improvement and change proposed in university education in the Arab countries.

The State	Reviewing the policies adopted in the expansion of university education institutions	Diversification of university education opportunities	Expanding the possibilities of universities in research	Enhancing the role of universities in the development of society
Countries with very high human development				
United Emirates	•	→	→	•
Bahrain	•	→	•	•
Qatar	•	→	•	•
Saudi Arabia	•	→	•	•
Kuwait	→	→	• • •	•
Oman	• • •	→	•	•
Countries with high human development				
Jordan	• • •	•	•	•
Egypt	•	•	•	•
Libya	→	•	•	•
Tunisia	•	•	•	•
Algeria	→	→	• • •	•
Lebanon	→	→	No data available	•
Morocco	• • •	→	• • •	•
Countries with medium human development				
Iraq	→	•	• • •	•
Syria	•	•	• • •	•
Palestine	→	•	No data available	•
Mauritania	→	•	No data available	•
Comoros	No data available	No data available	No data available	No data available
Countries with low human development				
Sudan	•	• • •	No data available	•
Yemen	No data available	• • •	No data available	•
Somalia	•	• • •	No data available	•
Djibouti	•	• • •	No data available	•

Source: The indicators reviewed in the special chapter are: 1. gross enrollment ratio in education - 2 - number of universities per million inhabitants - 3 - proportion of public and private university education institutions - 4 - ratio of research expenditure to GDP - 5 - proportion of females in university education - 6 - number of researchers per million inhabitants 2022 - 7 - number of research/ million.

The above table reviews the alternatives available to the Arab countries in each of the four areas related to university education. These findings and their implications are detailed below.

1. Reviewing the policies adopted in the expansion of the institutions of university education: The university institution is an open opportunity for young members of the community to continue higher education and open up to the outside world and increase the scientific culture and practice scientific research skills. Regimes in the world have traditionally opened up opportunities for the private sector to invest in university education, as well as governments to establish national universities or colleges according to development needs. With this type of policy, the available higher education patterns expand and the scientific research movement in societies can contribute to development and economic and social growth. Alternatives in this area have been concluded in accordance with the indicators reviewed in the previous chapter, in particular:

- Number of universities per million inhabitants
- Students in universities per 100 thousand population
- Number of students/university
- Private sector participation rates in university education
- University enrollment rates

The following are the main findings, which included boycotting the previous indicators and building the proposed conclusions by category of States:

- **Countries with very high human development:** The priorities of the majority of countries in this group are a deferred priority, while they are an urgent priority for the Sultanate of Oman, and the State of Kuwait should continue to support its policy and university education programs. As the fifth chapter shows, education in most of these countries is provided by private university institutions. the enrollment rates in university education in this group are high, but this area still needs to be monitored and studied within the future priorities, focusing on the quality standards of private institutions and the extent to which they keep pace with the development of university education and development needs. As for Oman, university enrollment rates are lower than in other countries, and the supply of university opportunities is below demand, so this area deserves urgent priority.
- **Countries with high human development:** The situation of each country in this group varies, necessitating different priorities. In the Hashemite Kingdom of Jordan, where education is predominantly private and university enrollment rates are lower than in other countries and where the supply is lower than demand, this area deserves urgent priority to provide greater learning opportunities for members of society. the subject may also require encouraging higher education institutions to provide technical and professional specialties for the pre-university diploma level in accordance with the labor market. This priority is deferred in Egypt, Tunisia and the Kingdom of Morocco, and the indicators in these countries reflect good enrollment rates in higher education, and the private sector has a greater share in the provision of university education in Egypt and Tunisia. Competition and demand can therefore be key elements in

achieving the required balance. In the Kingdom of Morocco, university education is mostly provided by the government sector, so the urgent priority should help to read the map of university education from the perspective of opening up opportunities for private education to take its role in investing in university education. In Libya, the Lebanese Republic and the People's Democratic Republic of Algeria, there is a need to continue to support, strengthen and develop current policies to serve the goals of education and development.

- **Countries with medium human development: this is** an area of high priority in the Syrian Arab Republic, where education is mostly private but does not cover the demand for education, and since university enrollment rates are high, competition and the desire to attract the largest number of learners in private university institutions are likely to play an important role in achieving the required budget. In other states; The conclusion is to continue the policy of support and strengthen the university education sector in all its fields, as the majority of university educational institutions in these countries are affiliated with the government sector, and the expansion of the private sector in the future can be an important role in meeting the needs of various disciplines.
 - **Countries with low human development:** Little information is available in this collection on the Republic of Somalia and the Republic of Djibouti. The next priority is in the Republic of Somalia, where the supply of private sector institutions is high and there is therefore a need to monitor and follow up the quality of work in these institutions, and to enable them to meet the actual development needs of the State. In the Republic of Djibouti, the available information may also not be sufficient to establish the level of priority in this area, given that education in this State is provided by one national university and that the rate of universities per million inhabitants is low, the priority will be to discuss the opening of new opportunities for university education, which will enable the diversification of the fields of scientific specialization available to members of society.
2. **Diversification of university education opportunities and fields:** This report gives great importance to providing diversification in university education opportunities and fields of academic and scientific specialization, as well as to enabling university institutions to provide various fields of higher education and appropriate disciplines for different groups of society and linking them to the labor market and the needs of economic development. to adapt the programs offered to technological changes and rapid developments in various walks of life. The following indicators have been adopted in the distribution of priorities (see chapter V):
- Distribution of higher education between pre-university and university education
 - Female participation rate in university education
 - Distribution of students according to scientific disciplines
 - Contemporary disciplines offered for study in university education
- **Countries with very high human development:** The countries in this group are almost the same, and they propose to complement the policy directions in diversifying the

disciplines and fields of education available to young people, and there are initiatives in all public university education institutions in these countries to catch up with contemporary developments. Its rapid openness as well as its financial potential also help in this direction. At present, such a policy must be supported and strengthened, but it must be functionally invested so that there are outputs that cover the actual needs of each State.

- Countries with high human development:** The countries of this group are at roughly the same level, with four of them having a future priority; These are the Hashemite Kingdom of Jordan, the Arab Republic of Egypt, the State of Libya and the Republic of Tunisia, which have made important strides in university education and opened fields for various disciplines, including pre-university education as well. Given the size of the population, potential and resources available in these countries and the diversity of cultures in some of them, it is also important to study the expansion of pre-university education opportunities and to open up areas that are commensurate with the needs of development, especially for girls. The other countries, the People's Democratic Republic of Algeria, the Lebanese Republic and the Kingdom of Morocco, like the rest of the countries in the same group, have made important strides in university education. Despite the different types of institutional structures, the different situations of each State require it to continue to support its policies and university institutional structures in this area, and to support diversification in university education to the extent appropriate to its needs and circumstances, so as to raise the value, level and role of university education in development.
- Countries with medium human development:** In all countries of this group, this area needs to be considered as a future priority. However, the different conditions and circumstances in each country in this group must be taken into account, which may lead to different approaches in which university education is examined from the perspective of educational opportunities. All of these countries offer university education in institutions ranging from government to private, and there are also trends to introduce contemporary specializations in a number of these institutions. However, the expansion of pre-university education for both sexes, the possibility of employing pre-university education to increase the opportunities of boys in this education, the diversification of the available disciplines in university education, and the opening of opportunities for contemporary disciplines to both sexes remain an imperative in the short term
- Countries with low human development:** Priority in this area is considered urgent for all countries in this group, and this conclusion calls for the lack of sufficient data on these countries with regard to the specializations available at university institutions. Indicators indicate a decline in the number of universities per million inhabitants in the Republic of the Sudan and the Republic of Djibouti. The indicators also confirm that the enrollment rate of girls is lower than that of boys in both the Federal Republic of Somalia and the Republic of Djibouti. It is therefore expected that the largest number of educational indicators will be collected in this sector, so as to guide decision makers in developing this sector in a way that contributes to the development of their communities.

3. Expanding and enhancing the possibilities of university institutions in scientific research: This report confirms the role of scientific research and the possibilities of the university institution to facilitate research processes for faculty and students alike. The research centers are the main artery that injects into the university institution renewal and innovation. The following indicators have been used in the conclusions in this area (see also chapter V).

- Percentage of research spending
- Number of research centers per university institution
- Number of researchers per million inhabitants, 2022
- Number of research/million.
- **Countries with very high human development:** In the State of Kuwait, where the level of indicators in this field is lower than that of the rest of the countries in this group, there is an urgent priority to consider enhancing the possibilities of scientific research. The priority for Oman is ahead, especially with regard to spending on scientific research and providing qualified researchers to work in research centers. The rest of the countries are at the level of normal conditions required, with reinforcement and support, especially toward the death of qualified researchers in Qatar and Saudi Arabia.
- **Countries with high human development:** Indicators are an urgent priority in the People's Democratic Republic of Algeria and the Kingdom of Morocco, especially with regard to raising the proportion of the national product allocated to scientific research, and directing scientific research in scientific research centers with more encouragement and promotion. In the rest of this group, priority is ahead, and although all requirements are equally important in the need for attention and support, there is a need to push for further studies, research and scientific production.
- **Countries with medium human development:** The priorities in this group are urgent, for both the Republic of Iraq and the Syrian Arab Republic, and information is not available on the rest of the countries in this group. In these two countries, emphasis is expected to be placed on increasing spending on scientific research and training of researchers in specialized scientific fields to raise the level of scientific production.
- **Countries with low human development:** There is not enough data available to infer in this group.

4. Enhancing the role of university institutions in community development: The university institutions are the incubator environment for innovators, inventors and leaders who will be at the helm of the locomotive to lead the development and community development processes. In order to measure the efficiency of these indicators, organized, independent and highly competent bodies are required; To govern university institutions, measure their quality, and classify them at the state level itself to encourage national competition among university institutions. Although the information available and reviewed in chapter V indicates that most Arab countries are moving toward governance and quality assessment in university education, this trend also presupposes efficiency in the performance of these bodies and efficiency in decision-making with regard to the results obtained and the facts. and also in the direction of employing the results toward further development. The information also indicates that a large number of Arab countries have

embarked on the path of international standards that allow their outputs to compete on a global level. This is a positive and desirable trend that reflects a different vision of university education and its role in the development of society. The table (6-5) shows that priorities in this area come forward for all Arab States without exception. Each country is expected to look at this area with its own standards, level of university education and conditions and to link university education to development.

2. 6 conclusion:

Table 59 summarizes the priority results for all previous areas of general and university education according to country groups. Priorities and their level have been set between (urgent), (continued support and promotion) and (forward) according to the number of repetitions of the same level in each group. If there is a clear disparity between the countries in the same group in the same area, this is indicated in the appropriate box.

Table 59: Areas for Improvement and Change Proposed in formal and University Education by Country groups in the Human Development Index.

The main intervention	Countries with very high human development	Countries with high human development	Countries with medium human development	Countries with low human development
First: The results of table 6 focus on legislative frameworks and educational policies in the Arab States.				
Legislative frameworks for providing learning opportunities	→	→	→	→
Opening up educational opportunities in pre-primary education	→	→	...	...
Gender parity	→	→	→	•
Inclusion of people with special needs	→	There is disparity	No data available	...
Second: The results of table 6 - 2 proposed areas for development and change in the axis of resources available for education in the Arab countries				
Investment and allocation of expenses for education	•	•	→	•
Enhancing the efficiency of human cadres of teachers	→	→	...	•
Student rate per teacher	→	→	→	...
Educational possibilities of schools (Internet and computer)	→	•	...	...
Improving the infrastructure of schools	→	→	...	...
Third: Results of table 6 - 3 proposed areas for development and change in the focus of teaching and learning processes in the Arab countries				
Time for school learning	→	There is disparity	...	...
Promoting literacy	There is disparity	There is disparity	...	...
Promote professional development opportunities for teachers	→	•	No data available	No data available
Encourage scientific studies in the field of classroom practices	•	•	•	•
Applying the Arab model of quality and excellence in education	•	•	•	•
Fourth: The results of table 6 - 4 proposed areas for development and change in the focus of education outputs and economic and social returns				
Employing national assessment programs in scientific research	•	•	No data available	•
Promote quality assessment programs for schools and encourage functional competition among them	→	→	No data available	→
Establish specialized centers to monitor efficiency levels	→	→	•	→
Orientation toward research studies to measure the impact of education on society	...	...	•	•
Fifth: Results of Table 6 - 5 proposed areas for development and change in the axis of university education in the Arab countries				

Reviewing the policies adopted in the expansion of university education institutions	•	There is disparity	→	•
Diversification of opportunities and areas of university education	→	There is disparity	• • •	• • •
Expanding and strengthening the possibilities of university institutions in scientific research	There is disparity	•	• • •	No data available
Enhancing the role of university institutions in the development of society	•	•	•	•
Sixth: General recommendations				
Establishment of an Arab database observatory	• • •	• • •	• • •	• • •

Figure 47 reflects the general features of this vision according to the priorities presented.

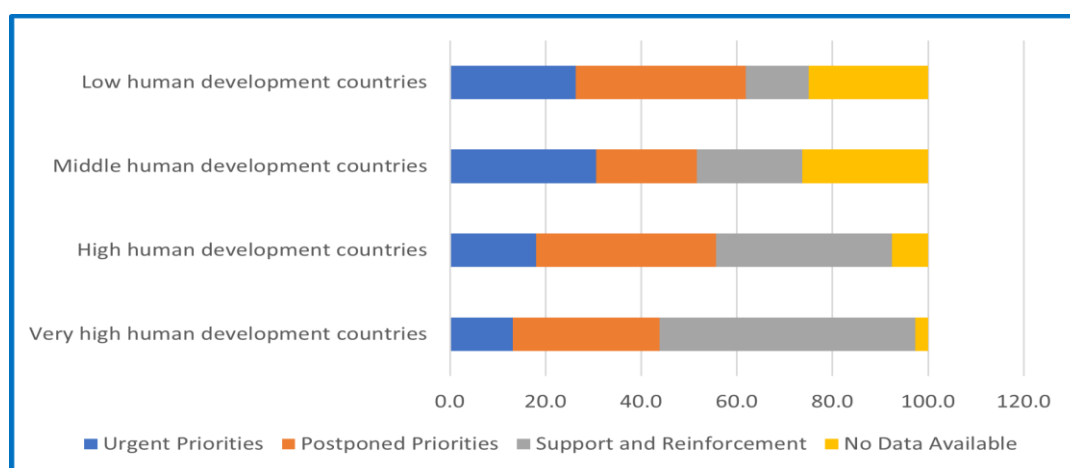


Figure 47: Distribution of proposed areas for improvement and change in formal and university education according to priorities and country groups in the Human Development Index

As can be seen from Table 59 and the preceding figure, the priorities of intervention will vary according to the ranking of countries in the Human Development Index; There are urgent priorities for middle and low countries, some of which are common to both groups, namely, opening up pre-primary education opportunities, strengthening the infrastructure of providing electricity and sanitary water, enhancing the possibilities of educational schools (Internet and computer), expanding the area of temporal education and increasing the time available for learning in school. in addition to supporting and increasing the time allocated to reading

education at the primary and lower secondary levels, and finally diversifying the opportunities and fields of university education.

For countries with very high and high human development, the immediate priorities are similar: To move toward research studies to measure the impact of education on society. The number of areas offered for support, promotion and continued development is almost identical.

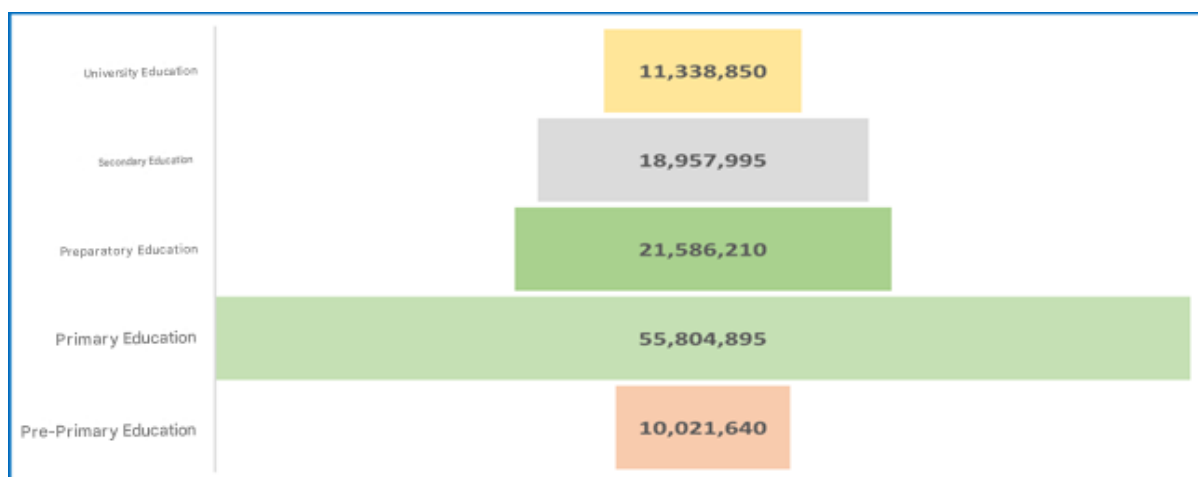
What is striking in the above figure is the insufficient data ratio, which reflects the lack of data availability in the medium and low groups of countries, and is directed mainly toward the phenomenon of the lack of reliable and documented databases in all Arab countries, without exception, albeit to varying degrees. this deficiency must entail a unified approach among Arab countries to address and study this situation and to start thinking about an Arab database observatory that collects, documents and analyzes data, as is the case in most countries in the world.

3. Conclusion: Education in the Arab countries (General situation):

In this last section, the analytical approach moves from the partial view that dealt with the reading of indicators according to the groups of Arab countries according to the Human Development Index, to a holistic analytical approach that reviews the overall indicators of the Arab countries combined, in an attempt to complete the picture and features of education in the Arab countries in the public and university sectors.

In terms of population, about 481 million and 667 thousand people live in the geographical area of the Arab countries, which is about 12 million kilometers ², and they are of different ethnicities and different affiliations united by one language, one history and common goals. Young people in the Arab countries (15-64) make up about two-thirds of the population (63%) and the proportion of children under 15 on average is 30%. The Arab countries have made significant steps in both general and university education, despite the varying stages of development in education among them, which are always influenced by economic, social and political factors, as demonstrated in the previous chapters.

Figure 48 shows the pyramid of student education in all Arab countries in 23/24, which includes pre-primary education, general education in its three stages and university education.



Source: Arab States Forms + Statistical Reports of States that have not completed the form.

Note: The numbers recorded by stages are approximate and should not be used as a reference for the total students in the Arab countries and are presented in this figure because they constitute an approach to the reality of education according to the stages in these countries in the first place.

Figure 48: Distribution of students in Arab countries by educational level.

The above figure shows a broad overview of the overall education landscape in all Arab countries and the need for intervention.

3.1. Pre-primary education:

As can be seen from the previous figure, pre-primary education continues to struggle to find its proper place among the constituent stages. The provision of free education to children is mentioned at the beginning of this section, as well as in chapter III, which shows that a number of Arab States have already begun to promote this educational stage by appropriate legislation to provide formal education one year before the official age of primary school enrollment and integration free pre-primary education (kindergartens) is available in 11 Arab countries, but the road is still being started in other countries. The average pre-primary participation rate one year before the legal age for primary education for the Arab countries was 55%, which is 20% lower than the recommended rate for UNESCO in this area.

3. 2 Basic education (primary and preparatory) ⁽⁵¹⁾:

The Arab countries have made important strides in the field of appropriate legislation that guarantees equal opportunities for education at these levels, as it is considered a basic and compulsory education in 19 Arab countries. The above figure shows that there are 55.8 million students in primary education and 21.9 million in lower secondary education aged 6 to 15 years or slightly over, which in fact (77.4) million students. According to the indicators of the Arab countries on the enrollment rate in primary education, the enrollment rate of children of school age at this stage is on average 96%, and the average enrollment rate in middle education in the Arab countries is 89% (see Chapter III). The overall average completion rate for primary and lower secondary education in the Arab countries is 83% and 70% respectively, which is below the global level (87% and 77% respectively) (UNSD, 2022).

These indicators reflect one aspect of the Incheon Declaration on the achievement of Quality Education, the quantitative aspect of achieving universal education, which is the very goals set out in the Dakar Framework for Action (2000-2015). However, the qualitative aspect remains evident in the Incheon Framework, which stipulated "ensuring equitable and inclusive quality education for all and promoting lifelong learning opportunities for all", where the issue of quality in education emerged alongside the issue of quantity. This is measured by quality education outcomes and the cognitive and applied skills that learners acquire to be productive and effective members of their communities. The indicators reviewed in chapter IV show that this issue is still below the level hoped for in the Arab States as a whole. Although some GCC countries score well in international assessments, the majority of Arab countries (11 Arab countries) are below the overall average. The fourth chapter also found that the rate of learning poverty, which is measured by the rate of children up to the age of ten who cannot read and understand a simple text, is high in many Arab countries, ranging from 32.1% to 94.8% (see chapter IV).

There are many indicators that indicate the imbalance between quantity and gender in education in the Arab States, which is undoubtedly reflected in the same indicators related to secondary education. It requires a conscious understanding of what quality means and the systematic application of quality standards in education to different educational contexts and the attempt to influence them directly or indirectly through different policies, national plans and measures.

3. 3. Secondary education:

The above figure shows that the number of students at this stage of education reaches 19 million. They constitute 19.7 per cent of the total number of students in general education,

⁵¹ It should be noted here that a number of Arab countries register students at the preparatory stage with primary education data, and that other countries record data on students at the preparatory stage with data on secondary education. Therefore, the data of students at this stage do not show the real integers of students enrolled at the preparatory stage. Given the importance of this educational stage, and being part of the compulsory stage of education, it is essential that databases in these countries record the numbers of students at this stage separately in order to be able to monitor the registration and enforcement level of the obligation in education.

taking into account that a number of Arab countries count students in preparatory education alongside those in secondary education; These countries are the Republic of Iraq, the Islamic Republic of Mauritania and the Federal Republic of Somalia, and the number will be slightly lower than what is calculated in the previous figure. This data should be examined as it concerns the cohorts of students who have completed primary and lower secondary education to continue their education at this level, and attention should be paid to the existence of other groups that have not been able to reach this stage and whose members must be estimated in the millions.

Education systems have traditionally divided secondary education into different sections so that students can choose the appropriate section for them and their abilities. The forms received from the States show that secondary education in most Arab countries is divided into: Literary, scientific, commercial, technical and vocational sections, and other sections that differ among Arab countries according to educational orientations and objectives. For example, in Saudi Arabia and the Kingdom of Morocco there is a religious path, and there is a specialization of languages in the Republic of Tunisia.

This stage of education is also characterized as the end of the formal education stage and students enrolled in general education must pass a common central examination, and students enrolled in special education must pass a standardized central examination at school level or an international examination depending on the type of school institution. the Ministry or the responsible authority shall certify the certificates issued in this case. Such considerations give the secondary level a different character from the previous stages, as it is a crucial stage for students. All, however, assume specialized learning processes; The student is eligible for one of two options: Either pursuing a university education or a technical applied education to obtain higher degrees, or joining the labor market.

Although the information and data do not judge the quality of secondary education processes in the Arab States except to the extent that it doubts the competence of the scientific and technical knowledge and skills that qualify these young people to compete strongly and fiercely outside the walls of the school, the fourth quarter revealed that there are large proportions of young people aged 15 to 24 who are not in education, training and employment in the Arab countries, ranging from 8.9% in the UAE, and rising slightly to between 20% and 30% in countries with high human development. it then jumps to above 30% in countries with medium and low development. The labor markets could not accommodate these young people, and neither could vocational training and education institutions or university education institutions.

Secondary education in the Arab States is an intermediate stage between basic education on the one hand. In the formal education system, there is a political and educational priority, and therefore it must accept the allocation of financial, human and material resources and university education on the other. it is a sector that is somewhat independent of the formal system and sets its own conditions and policies for the acceptance of secondary education outputs. Perhaps because of this, secondary education lives in the maze of multiple educational goals on which it must focus; Between working on forming trends and building integrated skills and knowledge, or seeking to prepare a suitable workforce for the labor market, or graduating

cohorts capable of continuing higher education, which makes it in the maze of formation that must find a way out.

The basic organic link between secondary education and the basic stages of education that precede it on the one hand, and between it and university education on the other, and between it and the labor market and the economics of development on the other, requires an urgent look at secondary education with its objectives, sections and branches, and the educational processes that affect the effectiveness of the system and the efficiency of educational outputs.

3. 4. University education:

The number of students enrolled in university education, as the data in the fifth semester show, is more than 11 million students. Although indicators show that participation rates in university education in a large number of Arab countries are reasonable and good compared to global rates (43%) (see Chapter V), this figure does not exceed 10% of all students enrolled in education at all levels (primary-university). Accordingly, there is one student in the university compared to 8.5 students in general education. The figures may not be fully representative of the actual reality, as these data are not included exclusively in the numbers registered in technical and applied education. according to the general survey conducted briefly on the websites of official bodies in a number of Arab countries to identify the size of this educational sector, it is estimated that it reaches approximately 1,627,391 students in 10 Arab countries⁽⁵²⁾. Given the size of the Arab States and their vital region, which is rich in human, natural and industrial potential, and because of the challenges and difficulties faced by many of these countries, and in view of the conflicts and calamities currently plaguing these countries, we should wait for university education to play its desired role, with only a set of strategies and plans. this is not something that will give rise to our high expectations behind it. Despite the shortcomings in university education reviewed in the fifth semester, there are many opportunities and positive points that characterize this education, especially in a number of Arab countries, and there are successful and pioneering practices that should be embraced and disseminated. this will not be possible unless university education is promoted by two main sources of success and excellence, namely qualified university human cadres and scientific research in various fields.

⁵² Includes the Kingdom of Saudi Arabia, the State of Kuwait, the Sultanate of Oman, the State of Libya, the Hashemite Kingdom of Jordan, the Arab Republic of Egypt, the State of Palestine, the Kingdom of Morocco, the Republic of Yemen and the Republic of Somalia.

Chapter VII.

Special case reports for each Arab country sample study on the state of quality of education in each Arab country



Chapter VII.

Country Profile case reports on the state of quality of education in each Arab countries

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The Hashemite Kingdom of Jordan

Jordan



1. Population and human development:

Population (2023)	11439213
Proportion of population under 15 years of age	32%
Per capita national income at purchasing power parity in current US dollar prices in 2024	10570 \$
Average age at birth	78
Literacy rate among population aged 15 years and over	95.3%
Literacy rate of population aged 15 years	99.4%

2. Public education:

The data in these tables are based on information received from the state and official sources on the Ministry of Education website.

2.1. compulsory Education Act

Free And Compulsory Education Law/Legislation	Education Law No. (3) Of 1994 And Its Amendments
Number of years of compulsory education	10 years
The beginning of the compulsory age	Six years

2.2. Educational ladder according to ISCED

ISCED	0	1	2	3
Stage	Early education	Primary education	lower secondary	Secondary education
Number of years	2	6	4	2
		Compulsory	Compulsory	

2.3. Education statistics for 23/24

ISCED	stage	Number of students
02	Kindergartens	162071
1	Primary education - basic	1116614
2	Intermediate - lower secondary education	727251
3	Secondary education	300636

2. 4. Education indicators (Status of Quality in Education):

Indicator	Source of standard value	The standard value	Country score
Compulsory years of education as prescribed by law	Incheon Declaration	12	10
Participation rate in structured learning (one year before the official primary school enrollment age)	Global value for the year 2023	75	67
Gross enrollment rate of students in primary education	The Arab and global average	92 - 102	98.30%
Net enrollment rate in primary education	The Arab and global average	< 90 - 77	96%
Gender parity index in primary education	Scientific value	0.97 and 1.03	N. A
Percent of government spending	Incheon Declaration	15% - 20%	10%
Student rate per teacher	The Arab and Global average	23<	15
Percentage of teachers with training or educational qualifications	The global average	75 - 84	100%
Average number of students per school	Average of Arab countries	370	147
Percentage of schools with electricity services	Universal values	< 73	100%
Proportion of schools with access to basic drinking water services	Universal values	< 78	100%
Proportion of schools with Internet access for education purposes	Universal values	< 48	31.60%
Proportion of schools with computer for educational purposes	Universal values	< 40	76.90%
The number of annual hours devoted to learning	The global average	960	1024
Legal teaching hours per year for primary school teachers	Average of Arab countries	808	858
Legal teaching hours per year for middle school teachers	The average basic stage in the Arab countries	742	858
Hours allocated for teaching Arabic language at the primary level	Average of Arab countries	198	205
Hours allocated for teaching Arabic at the preparatory stage	Average of Arab countries	151	176
Hours for teaching foreign languages at the primary level	Average of Arab countries	127	117
Hours allocated for teaching foreign languages at the preparatory stage	Average of Arab countries	132	146
Hours dedicated to teaching mathematics and science at the primary level	International average	227	234
Hours dedicated to teaching mathematics and science at the preparatory stage	International average	274	292
Hours allocated for citizenship education at the primary level	Average of Arab countries	40	53
The hours allocated for citizenship education in the preparatory stage	Average of Arab countries	40	39
Hours allocated for activities at the primary level	Average of Arab countries	92	0
Hours allocated for activities in the preparatory stage	Average of Arab countries	95	0
Class intensity at the primary level	Average rate in developed countries	25	31
Class intensity at the preparatory stage	Average rate in developed countries	30	29

The expected number of years of study in the Arab countries	The global average of countries with high human development	14.5	12.6
Primary completion rate	Global reference values in 2030	93	97%
Completion rate of lower secondary education	Global reference values in 2030	86	87%
The level of reading proficiency in primary education is % of all students	Average standard value for Arab countries 2025	64.00%	46.60%
The level of reading proficiency in preparatory education is % of the total students	Average standard value for Arab countries 2025	66.00%	20.40%
Poverty of learning	The UNESCO Global Standard for 2030	52.00%	60.50%
Mathematics proficiency level in primary education	Global reference values in 2030	71.00%	32%
Proficiency level in mathematics in preparatory education	Global reference values in 2030	61.00%	17.10%
Average scores in reading in the Pisa assessment	Average score (OECD)	476	342
Average scores in mathematics in the Pisa assessment	Average score (OECD)	472	361
Average grades in science in the Pisa assessment	Average score (OECD)	485	375
Average scores in reading for fourth grade in Perls Assessment	The central sign	500	381
The average score in mathematics for the fourth grade in the Thames assessment	Overall average of results	503	427
Average scores in mathematics for the eighth grade in the Thames Assessment	Overall average of results	478	388
The science grade average for the fourth grade in the Thames calendar	Overall average of results	494	418
Average grades in science for the eighth grade in the Excellence Assessment	Overall average of results	478	413
Percentage of young people aged 15 to 24 who are out of work, education or training	The average global percentage in 2025	25.00%	30.20%

3 University education:

Number of students in university education 22/23	483753
% Of female students in university education	54%
Gross enrollment rate in university education	33%
Number of public and private universities	43
Number of universities per million inhabitants	3.7
Scientific research centers in universities	40
The number of researchers per million people is 2022	596
Number of research per million people	665

United Arab Emirates



1. Population and human development:

Population (2023)	10,483,751
Proportion of population under 15 years of age	15%
Per capita national income at purchasing power parity in current US dollar prices in 2023	\$78,110
Average age at birth in 2021	78.7
Literacy rate among population aged 15 years and over	98.42
Literacy rate of population aged 15 years	99.7

2. Public education: The data in these tables are based on information received from the State and from official sources on the Ministry of Education website.

2 compulsory Education Act

Free and compulsory education law/legislation	Decree-Law No. 39 of 2022 - Ministerial Decree No. 24 of 2021 concerning the calculation of the age of admission to public and private schools
Number of years of compulsory education	8
The beginning of the compulsory age	6 years

2. 2 Educational ladder according to ISCED

ISCED	0	1	2	3
Stage	Early education	Primary education	Intermediate (lower secondary)	Secondary education
Number of years	2	4	4	4
		Compulsory	Compulsory	

2. 3. Education statistics for 23/24

ISCED	Stage	Number of students
02	Kindergartens	190,556
1	Primary education	569,321
2	Intermediate - lower secondary education	350,879
3	Secondary education	274,823

2. 4. Education indicators (Status of Quality in Education):

Indicator	Source of standard value	The standard value	Country score
Compulsory years of education as prescribed by law	Incheon Declaration	12	12
Participation rate in structured learning (one year before the official primary school enrollment age)	Global value for the year 2023	75	100
Gross enrollment rate of students in primary education	The Arab and global average	92 - 102	115.9
Net enrollment rate in primary education	The Arab and global average	< 90 - 77	99
Gender parity index in primary education	Scientific value	0.97 and 1.03	0.97
Percent of government spending	Incheon Declaration	15% - 20%	15%
Student rate per teacher	The Arab and Global average	23<	32
Percentage of teachers with training or educational qualifications	The global average	75 - 84	100%
Average number of students per school	Average of Arab countries	370	191
Percentage of schools with electricity services	Universal values	< 73	100
Proportion of schools with access to basic drinking water services	Universal values	< 78	100
Proportion of schools with Internet access for education purposes	Universal values	< 48	100
Proportion of schools with computer services for educational purposes	Universal values	< 40	91.1
The number of annual hours devoted to learning	The global average	960	955
Legal teaching hours per year for primary school teachers	Average of Arab countries	808	756
Legal teaching hours per year for middle school teachers	The average basic stage in the Arab countries	742	900
Hours allocated for teaching Arabic language at the primary level	Average of Arab countries	198	148
Hours allocated for teaching Arabic at the preparatory stage	Average of Arab countries	151	135
Hours for teaching foreign languages at the primary level	Average of Arab countries	127	162
Hours allocated for teaching foreign languages at the preparatory stage	Average of Arab countries	132	162
Hours dedicated to teaching mathematics and science at the primary level	International average	227	283
Hours dedicated to teaching mathematics and science at the preparatory stage	International average	274	378
Hours allocated for citizenship education at the primary level	Average of Arab countries	40	36
The hours allocated for citizenship education in the preparatory stage	Average of Arab countries	40	36
Hours allocated for activities at the primary level	Average of Arab countries	92	89
Hours allocated for activities in the preparatory stage	Average of Arab countries	95	108

Class intensity at the primary level	Average rate in developed countries	25	N.A
Class intensity at the preparatory stage	Average rate in developed countries	30	N.A
The expected number of years of study in the Arab countries	The global average of countries with high human development	14.5	17.2
Primary completion rate	Global reference values in 2030	93	N.A
Completion rate of lower secondary education	Global reference values in 2030	86	N.A
The level of reading proficiency in primary education is % of all students	Average standard value for the Arab States for 2025	64.00%	75
The level of reading proficiency in preparatory education is % of the total students	Average standard value for the Arab States for 2025	66.00%	52
Poverty of learning	The UNESCO Global Standard for 2030	52.00%	32.8
Mathematics proficiency level in primary education	Global reference values in 2030	71.00%	60
Proficiency level in mathematics in preparatory education	Global reference values in 2030	61.00%	55
Average scores in reading in the Pisa assessment	Average score (OECD)	476	417
Average scores in mathematics in the Pisa assessment	Average score (OECD)	472	431
Average grades in science in the Pisa assessment	Average score (OECD)	485	432
Average scores in reading for the fourth grade in the Perls Assessment	The central sign	500	483
The average score in mathematics for the fourth grade in the Thames assessment	Overall average of results	503	498
Average scores in mathematics for the eighth grade in the Thames Assessment	Overall average of results	478	489
The science grade average for the fourth grade in the Thames calendar	Overall average of results	494	595
Average grades in science for the eighth grade in the Excellence Assessment	Overall average of results	478	486
Percentage of young people aged 15 to 24 who are out of work, education or training	The average global percentage in 2025	25.00%	8.90%

3 University education.

Number of students in university education 22/23	139,156
% Of female students in university education	63%
Gross enrollment rate in university education	61%
Number of public and private universities	72
Number of universities per million inhabitants	5.2
Scientific research centers in universities	48
The number of researchers per million people is 2022	2424
Number of research per million people	1101

Kingdom of Bahrain



1. Population and human development:

Population (2023)	1,577,059
Proportion of population under 15 years of age	20%
Per capita national income at purchasing power parity in current US dollar prices in 2024	63,610 \$
Average age at birth	81
Literacy rate among population aged 15 years and over	98.29
Literacy rate of population aged 15 years	100%

2. Public education

The data in these tables are based on information received from the state itself and from official sources on the Ministry of Education website.

2 Compulsory Education Act

Free and compulsory education law/legislation	Law No (27) of 2005 concerning Education
Number of years of compulsory education	9 years
The beginning of the compulsory age	6 years

2. 2 Educational ladder according to ISCED

ISCED	0	1	2	3
Stage	Early education	Primary education	Intermediate (lower secondary)	Secondary education
Number of years	3	6	3	3
		Compulsory	Compulsory	

2. 3. Education statistics for 23/24

ISCED	Stage	Number of students
02	Kindergartens	61,543
1	Primary education	117,496
2	Intermediate - lower secondary education	56,051
3	Secondary education	51,206

2. 4. Education indicators (Status of Quality in Education):

Indicator	Source of standard value	The standard value	Country score
Compulsory years of education as prescribed by law	Incheon Declaration	12	9
Participation rate in structured learning (one year before the official primary school enrollment age)	Global value for the year 2023	75	75%
Gross enrollment rate of students in primary education	The Arab and global average	92 - 102	94.30%
Net enrollment rate in primary education	The Arab and global average	< 90 - 77	93.00%
Gender parity index in primary education	Scientific value	0.97 and 1.03	1
Percent of government spending	Incheon Declaration	15% - 20%	8%
Student rate per teacher	The Arab and Global average	23<	13
Percentage of teachers with training or educational qualifications	The global average	75 - 84	100%
Average number of students per school	Average of Arab countries	370	546
Percentage of schools with electricity services	Universal values	< 73	100%
Proportion of schools with access to basic drinking water services	Universal values	< 78	100%
Proportion of schools with Internet access for education purposes	Universal values	< 48	100%
Proportion of schools with computer services for educational purposes	Universal values	< 40	100%
The number of annual hours devoted to learning	The global average	960	855
Legal teaching hours per year for primary school teachers	Average of Arab countries	808	836
Legal teaching hours per year for middle school teachers	The average basic stage in the Arab countries	742	836
Hours allocated for teaching Arabic language at the primary level	Average of Arab countries	198	171
Hours allocated for teaching Arabic at the preparatory stage	Average of Arab countries	151	171
Hours for teaching foreign languages at the primary level	Average of Arab countries	127	143
Hours allocated for teaching foreign languages at the preparatory stage	Average of Arab countries	132	143
Hours dedicated to teaching mathematics and science at the primary level	International average	227	157
Hours dedicated to teaching mathematics and science at the preparatory stage	International average	274	285
Hours allocated for citizenship education at the primary level	Average of Arab countries	40	38
The hours allocated for citizenship education in the preparatory stage	Average of Arab countries	40	38
Hours allocated for activities at the primary level	Average of Arab countries	92	0
Hours allocated for activities in the preparatory stage	Average of Arab countries	95	76
Class intensity at the primary level	Average rate in developed countries	25	26
Class intensity at the preparatory stage	Average rate in developed countries	30	27

The expected number of years of study in the Arab countries	The global average of countries with high human development	14.5	16.3
Primary completion rate	Global reference values in 2030	93	N.A
Completion rate of lower secondary education	Global reference values in 2030	86	N.A
The level of reading proficiency in primary education is % of all students	Average standard value for Arab countries 2025	64.00%	71.20%
The level of reading proficiency in preparatory education is % of the total students	Average standard value for Arab countries 2025	66.00%	N.A
Poverty of learning	The UNESCO Global Standard for 2030	52.00%	32.1
Mathematics proficiency level in primary education	Global reference values in 2030	71.00%	45%
Proficiency level in mathematics in preparatory education	Global reference values in 2030	61.00%	30%
Average scores in reading in the Pisa assessment	Average score (OECD)	476	N.A
Average scores in mathematics in the Pisa assessment	Average score (OECD)	472	N.A
Average grades in science in the Pisa assessment	Average score (OECD)	485	N.A
Average scores in reading for the fourth grade in the Perls Assessment	The central sign	500	458
The average score in mathematics for the fourth grade in the Thames assessment	Overall average of results	503	462
Average scores in mathematics for the eighth grade in the Thames Assessment	Overall average of results	478	426
The science grade average for the fourth grade in the Thames calendar	Overall average of results	494	475
Average grades in science for the eighth grade in the Excellence Assessment	Overall average of results	478	452
Percentage of young people aged 15 to 24 who are out of work, education or training	The average global percentage in 2025	25.00%	N.A

3 University education.

Number of students in university education 22/23	54,310
% Of female students in university education	58%
Gross enrollment rate in university education	72%
Number of public and private universities	18
Number of universities per million inhabitants	11.3
Scientific research centers in universities	22
The number of researchers per million people is 2022	Not available
Number of research per million people	676

Republic of Tunisia



1. Population and human development:

Population (2023)	12,200,431
Proportion of population under 15 years of age	25%
Per capita national income at purchasing power parity in current US dollar prices in 2024	14,090 \$
Average age at birth	77
Literacy rate among population aged 15 years and over	91.39%
Literacy rate of population aged 15 years	97.70%

2. Public education

The data in these tables and charts are based on information received from the state and official sources on the Ministry of Education website.

2 compulsory Education Act

Free and compulsory education law/legislation	The Education and School Directive Act of 2002
Number of years of compulsory education	11
The beginning of the compulsory age	6

2. 2 Educational ladder according to ISCED

ISCED	0	1	2	3
Stage	Early education (kindergarten)	Primary education	Intermediate (lower secondary)	Secondary education
Number of years	1	6	3	4
		Compulsory	Compulsory	

2. 3. إحصاءات التعليم للعام ٢٤/٢٣

ISCED	Stage	Number of students
02	Kindergartens	56,466
1	Primary education - basic	1,333,153
2	Intermediate - lower secondary education	595,195
3	Secondary education	547,911

2. 4. Education indicators (Status of Quality in Education):

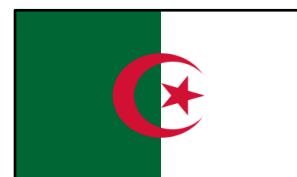
Indicator	Source of standard value	The standard value	Country score
Compulsory years of education as prescribed by law	Incheon Declaration	12	9
Participation rate in structured learning (one year before the official primary school enrollment age)	Global value for the year 2023	75	93%
Gross enrollment rate of students in primary education	The Arab and global average	92 - 102	103.80%
Net enrollment rate in primary education	The Arab and global average	< 90 - 77	99%
Gender parity index in primary education	Scientific value	0.97 and 1.03	0.97
Percent of government spending	Incheon Declaration	15% - 20%	11%
Student rate per teacher	The Arab and Global average	23<	15
Percentage of teachers with training or educational qualifications	The global average	75 - 84	100
Average number of students per school	Average of Arab countries	370	340
Percentage of schools with electricity services	Universal values	< 73	100%
Proportion of schools with access to basic drinking water services	Universal values	< 78	90%
Proportion of schools with Internet access for education purposes	Universal values	< 48	81.20%
Proportion of schools with computer services for educational purposes	Universal values	< 40	93.50%
The number of annual hours devoted to learning	The global average	960	905
Legal teaching hours per year for primary school teachers	Average of Arab countries	808	648
Legal teaching hours per year for middle school teachers	The average basic stage in the Arab countries	742	648
Hours allocated for teaching Arabic language at the primary level	Average of Arab countries	198	234
Hours allocated for teaching Arabic at the preparatory stage	Average of Arab countries	151	144
Hours for teaching foreign languages at the primary level	Average of Arab countries	127	216
Hours allocated for teaching foreign languages at the preparatory stage	Average of Arab countries	132	72
Hours dedicated to teaching mathematics and science at the primary level	International average	227	216
Hours dedicated to teaching mathematics and science at the preparatory stage	International average	274	216
Hours allocated for citizenship education at the primary level	Average of Arab countries	40	0
The hours allocated for citizenship education in the preparatory stage	Average of Arab countries	40	72
Hours allocated for activities at the primary level	Average of Arab countries	92	72

Hours allocated for activities in the preparatory stage	Average of Arab countries	95	144
Class intensity at the primary level	Average rate in developed countries	25	24
Class intensity at the preparatory stage	Average rate in developed countries	30	30
The expected number of years of study in the Arab countries	The global average of countries with high human development	14.5	14.6
Primary completion rate	Global reference values in 2030	93	95
Completion rate of lower secondary education	Global reference values in 2030	86	74
The level of reading proficiency in primary education is % of all students	Average standard value for Arab countries 2025	64.00%	N.A
The level of reading proficiency in preparatory education is % of the total students	Average standard value for Arab countries 2025	66.00%	N.A
Poverty of learning	The UNESCO Global Standard for 2030	52.00%	65.50%
Mathematics proficiency level in primary education	Global reference values in 2030	71.00%	N.A
Proficiency level in mathematics in preparatory education	Global reference values in 2030	61.00%	N.A
Average scores in reading in the Pisa assessment	Average score (OECD)	476	N.A
Average scores in mathematics in the Pisa assessment	Average score (OECD)	472	N.A
Average grades in science in the Pisa assessment	Average score (OECD)	485	N.A
Average scores in reading for the fourth grade in the Perls Assessment	The central sign	500	N.A
The average score in mathematics for the fourth grade in the Thames assessment	Overall average of results	503	N.A
Average scores in mathematics for the eighth grade in the Thames Assessment	Overall average of results	478	N.A
The science grade average for the fourth grade in the Thames calendar	Overall average of results	494	N.A
Average grades in science for the eighth grade in the Excellence Assessment	Overall average of results	478	N.A
Percentage of young people aged 15 to 24 who are out of work, education or training	The average global percentage in 2025	25.00%	22.6

3 University education.

Number of students in university education 22/23	305,635
% Of female students in university education	63%
Gross enrollment rate in university education	38%
Number of public and private universities	117
Number of universities per million inhabitants	9.5
Scientific research centers in universities	70
The number of researchers per million people is 2022	1945
Number of research per million people	731

People's Democratic Republic of Algeria



1. Population and human development:

Population (2023)	46,164,219
Proportion of population under 15 years of age	31%
Per capita national income at purchasing power parity in current US dollar prices in 2024	\$17,220
Average age at birth	76
Literacy rate among population aged 15 years and over	Not available
Literacy rate of population aged 15 years	74%

2. Public education

The data in these tables are based on information received from the state itself and from official sources on the Ministry of Education website.

2 compulsory Education Act

Free and compulsory education law/legislation	National Education Directive Act No. 08-04
Number of years of compulsory education	10 years
The beginning of the compulsory age	6 years

2. 2 Educational ladder according to ISCED

ISCED	0	1	2	3
Stage	Early education	Primary education	Intermediate (lower secondary)	Secondary education
Number of years	2	5	4	3
		Compulsory	Compulsory	

3. 3. Education statistics for 23/24

4.

ISCED	Stage	Number of students
02	Kindergartens	992,317
1	Primary education	5,735,284
2	Intermediate - lower secondary education	3,748,754
3	Secondary education	1,644,102

2. 4. Education indicators (Status of Quality in Education):

Indicator	Source of standard value	The standard value	Country score
Compulsory years of education as prescribed by law	Incheon Declaration	12	10
Participation rate in structured learning (one year before the official primary school enrollment age)	Global value for the year 2023	75	63%
Gross enrollment rate of students in primary education	The Arab and global average	92 - 102	105%
Net enrollment rate in primary education	The Arab and global average	< 90 - 77	99%
Gender parity index in primary education	Scientific value	0.97 and 1.03	0.95
Percent of government spending	Incheon Declaration	15% - 20%	8%
Student rate per teacher	The Arab and Global average	23<	19
Percentage of teachers with training or educational qualifications	The global average	75 - 84	100%
Average number of students per school	Average of Arab countries	370	360
Percentage of schools with electricity services	Universal values	< 73	99.80%
Proportion of schools with access to basic drinking water services	Universal values	< 78	90.40%
Proportion of schools with Internet access for education purposes	Universal values	< 48	61%
Proportion of schools with computer services for educational purposes	Universal values	< 40	61%
The number of annual hours devoted to learning	The global average	960	800
Legal teaching hours per year for primary school teachers	Average of Arab countries	808	1024
Legal teaching hours per year for middle school teachers	The average basic stage in the Arab countries	742	704
Hours allocated for teaching Arabic language at the primary level	Average of Arab countries	198	264
Hours allocated for teaching Arabic at the preparatory stage	Average of Arab countries	151	120
Hours for teaching foreign languages at the primary level	Average of Arab countries	127	120
Hours allocated for teaching foreign languages at the preparatory stage	Average of Arab countries	132	192
Hours dedicated to teaching mathematics and science at the primary level	International average	227	192
Hours dedicated to teaching mathematics and science at the preparatory stage	International average	274	192
Hours allocated for citizenship education at the primary level	Average of Arab countries	40	32
The hours allocated for citizenship education in the preparatory stage	Average of Arab countries	40	32
Hours allocated for activities at the primary level	Average of Arab countries	92	0
Hours allocated for activities in the preparatory stage	Average of Arab countries	95	64

Class intensity at the primary level	Average rate in developed countries	25	28
Class intensity at the preparatory stage	Average rate in developed countries	30	36
The expected number of years of study in the Arab countries	The global average of countries with high human development	14.5	15.5
Primary completion rate	Global reference values in 2030	93	94
Completion rate of lower secondary education	Global reference values in 2030	86	73
The level of reading proficiency in primary education is % of all students	Average standard value for Arab countries 2025	64.00%	N.A
The level of reading proficiency in preparatory education is % of the total students	Average standard value for Arab countries 2025	66.00%	N.A
Poverty of learning	The UNESCO Global Standard for 2030	52.00%	67.90%
Mathematics proficiency level in primary education	Global reference values in 2030	71.00%	N.A
Proficiency level in mathematics in preparatory education	Global reference values in 2030	61.00%	N.A
Average scores in reading in the Pisa assessment	Average score (OECD)	476	N.A
Average scores in mathematics in the Pisa assessment	Average score (OECD)	472	N.A
Average grades in science in the Pisa assessment	Average score (OECD)	485	N.A
Average scores in reading for the fourth grade in the Perls Assessment	The central sign	500	N.A
The average score in mathematics for the fourth grade in the Thames assessment	Overall average of results	503	N.A
Average scores in mathematics for the eighth grade in the Thames Assessment	Overall average of results	478	N.A
The science grade average for the fourth grade in the Thames calendar	Overall average of results	494	N.A
Average grades in science for the eighth grade in the Excellence Assessment	Overall average of results	478	N.A
Percentage of young people aged 15 to 24 who are out of work, education or training	The average global percentage in 2025	25.00%	20.9

3 University education.

Number of students in university education 22/23	1,427,526
% Of female students in university education	61%
Gross enrollment rate in university education	56%
Number of public and private universities	115
Number of universities per million inhabitants	2.5
Scientific research centers in universities	31
The number of researchers per million people is 2022	819
Number of research per million people	191

Republic of Djibouti



1. Population and human development:

Population (2023)	1,152,944
Proportion of population under 15 years of age	30%
Per capita national income at purchasing power parity in current US dollar prices in 2024	\$7,850
Average age at birth	66
Literacy rate among population aged 15 years and over	60.7 (2018)
Literacy rate of population aged 15 years	Not available

2. Public education

The data in these tables are based on information received from the state itself and from official sources on the Ministry of Education website.

2 compulsory Education Act

Free and compulsory education law/legislation	Data is not available
Number of years of compulsory education	9 years
The beginning of the compulsory age	6 years

2. 2 Educational ladder according to ISCED

ISCED	0	1	2	3
Stage	Early education (kindergarten)	Primary education	Intermediate (lower secondary)	Secondary education
Number of years	2	5	4	3

2. 3. إحصاءات التعليم للعام ٢٢/٢٣

ISCED	Stage	Number of students
02	Kindergartens	7,197
1	Primary education - basic	69,705
2	Intermediate - lower secondary education	45,204
3	Secondary education	24,158

2. 4. Education indicators (Status of Quality in Education):

Indicator	Source of standard value	The standard value	country Score
Compulsory years of education as prescribed by law	Incheon Declaration	12	9
Participation rate in structured learning (one year before the official primary school enrollment age)	Global value for the year 2023	75	26%
Gross enrollment rate of students in primary education	The Arab and global average	92 - 102	99.50%
Net enrollment rate in primary education	The Arab and global average	< 90 - 77	67%
Gender parity index in primary education	Scientific value	0.97 and 1.03	0.89
Percent of government spending	Incheon Declaration	15% - 20%	15%
Student rate per teacher	The Arab and Global average	23<	51
Percentage of teachers with training or educational qualifications	The global average	75 - 84	100%
Average number of students per school	Average of Arab countries	370	390
Percentage of schools with electricity services	Universal values	< 73	81.50%
Proportion of schools with access to basic drinking water services	Universal values	< 78	88.40%
Proportion of schools with Internet access for education purposes	Universal values	< 48	43.10%
Proportion of schools with computer services for educational purposes	Universal values	< 40	43.10%
The number of annual hours devoted to learning	The global average	960	N.A
Legal teaching hours per year for primary school teachers	Average of Arab countries	808	N.A
Legal teaching hours per year for middle school teachers	The average basic stage in the Arab countries	742	N.A
Hours allocated for teaching Arabic language at the primary level	Average of Arab countries	198	N.A
Hours allocated for teaching Arabic at the preparatory stage	Average of Arab countries	151	N.A
Hours for teaching foreign languages at the primary level	Average of Arab countries	127	N.A
Hours allocated for teaching foreign languages at the preparatory stage	Average of Arab countries	132	N.A
Hours dedicated to teaching mathematics and science at the primary level	International average	227	N.A
Hours dedicated to teaching mathematics and science at the preparatory stage	International average	274	N.A
Hours allocated for citizenship education at the primary level	Average of Arab countries	40	N.A
The hours allocated for citizenship education in the preparatory stage	Average of Arab countries	40	N.A
Hours allocated for activities at the primary level	Average of Arab countries	92	N.A
Hours allocated for activities in the preparatory stage	Average of Arab countries	95	N.A
Class intensity at the primary level	Average rate in developed countries	25	N.A

Class intensity at the preparatory stage	Average rate in developed countries	30	N.A
The expected number of years of study in the Arab countries	The global average of countries with high human development	14.5	8
Primary completion rate	Global reference values in 2030	93	81
Completion rate of lower secondary education	Global reference values in 2030	86	62
The level of reading proficiency in primary education is % of all students	Average standard value for Arab countries 2025	64.00%	N.A
The level of reading proficiency in preparatory education is % of the total students	Average standard value for Arab countries 2025	66.00%	N.A
Poverty of learning	The UNESCO Global Standard for 2030	52.00%	N.A
Mathematics proficiency level in primary education	Global reference values in 2030	71.00%	N.A
Proficiency level in mathematics in preparatory education	Global reference values in 2030	61.00%	N.A
Average scores in reading in the Pisa assessment	Average score (OECD)	476	N.A
Average scores in mathematics in the Pisa assessment	Average score (OECD)	472	N.A
Average grades in science in the Pisa assessment	Average score (OECD)	485	N.A
Average scores in reading for the fourth grade in the Perls Assessment	The central sign	500	N.A
The average score in mathematics for the fourth grade in the Thames assessment	Overall average of results	503	N.A
Average scores in mathematics for the eighth grade in the Thames Assessment	Overall average of results	478	N.A
The science grade average for the fourth grade in the Thames calendar	Overall average of results	494	N.A
Average grades in science for the eighth grade in the Excellence Assessment	Overall average of results	478	N.A
Percentage of young people aged 15 to 24 who are out of work, education or training	The average global percentage in 2025	25.00%	22.8

3 Higher education.

Number of students in university education 22/23	11000
% Of female students in university education	Not available
Gross enrollment rate in university education	Not available
Number of public and private universities	1
Number of universities per million inhabitants	0.9
Scientific research centers in universities	Not available
The number of researchers per million people is 2022	Not available
Number of research per million people	Not available

Saudi Arabia



1. Population and human development:

Population (2023)	33,264,292
Proportion of population under 15 years of age	27%
Per capita national income at purchasing power parity in current US dollar prices in 2024	\$71,600
Average age at birth	79
Literacy rate among population aged 15 years and over	97.38%
Literacy rate of population aged 15 years	99.50%

2. Public education: The data in these tables are based on information received from the State and official sources on the Ministry of Education website.

2 compulsory Education Act

Free and compulsory education law/legislation	Royal Decree No. a/90 dated 27/8/1412 on the Basic Law of the State (Article 30) and the Council of Ministers decision No. (139)
Number of years of compulsory education	9 years
The beginning of the compulsory age	6 years

2. 2 Educational ladder according to ISCED

ISCED	0	1	2	3
stage	Early education	Primary education	Intermediate (lower secondary)	Secondary education
Number of years	3	6	3	3
		Compulsory	Compulsory	

2. 3. Education statistics for the year 23/24

ISCED	Stage	Number of students
02	Kindergartens	1,888,973
1	Primary education - basic	3,329,059
2	Intermediate - lower secondary education	1,535,879
3	Secondary education	1,532,703

2. 4. Education indicators (Status of Quality in Education):

Indicator	Source of standard value	The standard value	country Score
Compulsory years of education as prescribed by law	Incheon Declaration	12	9
Participation rate in structured learning (one year before the official primary school enrollment age)	Global value for the year 2023	75	55%
Gross enrollment rate of students in primary education	The Arab and global average	92 - 102	102.60%
Net enrollment rate in primary education	The Arab and global average	< 90 - 77	99%
Gender parity index in primary education	Scientific value	0.97 and 1.03	0.98
Percent of government spending	Incheon Declaration	15% - 20%	5%
Student rate per teacher	The Arab and Global average	23<	13
Percentage of teachers with training or educational qualifications	The global average	75 - 84	100%
Average number of students per school	Average of Arab countries	370	207
Percentage of schools with electricity services	Universal values	< 73	100%
Proportion of schools with access to basic drinking water services	Universal values	< 78	100%
Proportion of schools with Internet access for education purposes	Universal values	< 48	100%
Proportion of schools with computer services for educational purposes	Universal values	< 40	100%
The number of annual hours devoted to learning	The global average	960	810
Legal teaching hours per year for primary school teachers	Average of Arab countries	808	864
Legal teaching hours per year for middle school teachers	The average basic stage in the Arab countries	742	864
Hours allocated for teaching Arabic language at the primary level	Average of Arab countries	198	162
Hours allocated for teaching Arabic at the preparatory stage	Average of Arab countries	151	135
Hours for teaching foreign languages at the primary level	Average of Arab countries	127	81
Hours allocated for teaching foreign languages at the preparatory stage	Average of Arab countries	132	108
Hours dedicated to teaching mathematics and science at the primary level	International average	227	256
Hours dedicated to teaching mathematics and science at the preparatory stage	International average	274	243
Hours allocated for citizenship education at the primary level	Average of Arab countries	40	0
The hours allocated for citizenship education in the preparatory stage	Average of Arab countries	40	0
Hours allocated for activities at the primary level	Average of Arab countries	92	90
Hours allocated for activities in the preparatory stage	Average of Arab countries	95	36
Class intensity at the primary level	Average rate in developed countries	25	N.A
Class intensity at the preparatory stage	Average rate in developed countries	30	N.A
The expected number of years of study in the Arab countries	The global average of countries with high human development	14.5	15.2
Primary completion rate	Global reference values in 2030	93	97

Completion rate of lower secondary education	Global reference values in 2030	86	90
The level of reading proficiency in primary education is % of all students	Average standard value for Arab countries 2025	64.00%	71.10%
The level of reading proficiency in preparatory education is % of the total students	Average standard value for Arab countries 2025	66.00%	37.40%
Poverty of learning	The UNESCO Global Standard for 2030	52.00%	38.20%
Mathematics proficiency level in primary education	Global reference values in 2030	71.00%	29%
Proficiency level in mathematics in preparatory education	Global reference values in 2030	61.00%	30%
Average scores in reading in the Pisa assessment	Average score (OECD)	476	489
Average scores in mathematics in the Pisa assessment	Average score (OECD)	472	383
Average grades in science in the Pisa assessment	Average score (OECD)	485	390
Average scores in reading for the fourth grade in the Perls Assessment	The central sign	500	449
The average score in mathematics for the fourth grade in the Thames assessment	Overall average of results	503	420
Average scores in mathematics for the eighth grade in the Thames Assessment	Overall average of results	478	397
The science grade average for the fourth grade in the Thames calendar	Overall average of results	494	428
Average grades in science for the eighth grade in the Excellence Assessment	Overall average of results	478	419
Percentage of young people aged 15 to 24 who are out of work, education or training	The average global percentage in 2025	25.00%	17.00%

3. University education.

Number of students in university education 22/23	1,620,491
% Of female students in university education	49%
Gross enrollment rate in university education	74%
Number of public and private universities	67
Number of universities per million inhabitants	1.9
Scientific research centers in universities	52
The number of researchers per million people is 2022	453
Number of research per million people	1085

Republic of the Sudan



1. Population and human development:

Population (2023)	50,042,791
Proportion of population under 15 years of age	41%
Per capita national income at purchasing power parity in current US dollar prices in 2024	\$2,070
Average age at birth	66
Literacy rate among population aged 15 years and over	61.70%
Literacy rate of population aged 15 years	73%

2. The data in these tables are based on information received from the State and from official sources on the Ministry of Education ' s website.

2 compulsory Education Act

Free and compulsory education law/legislation	Public Education Planning and Regulation Act 2011
Number of years of compulsory education	8 years
The beginning of the compulsory age	6 years

2. 2 Educational ladder according to ISCED

stage	Early education	Primary education	Intermediate (lower secondary)	Secondary education
Number of years	2	8		3
		Compulsory		

2. 3. Education statistics for 23/22

ISCED	Stage	Number of students
02	Kindergartens	2,700,272
1	Primary education - basic	7,266,589
2	Intermediate - lower secondary education	3,238,515
3	Secondary education	2,847,472

2. 4. Education indicators (Status of Quality in Education):

Indicator	Source of standard value	The standard value	Country Score
Compulsory years of education as prescribed by law	Incheon Declaration	12	8
Participation rate in structured learning (one year before the official primary school enrollment age)	Global value for the year 2023	75	49%
Gross enrollment rate of students in primary education	The Arab and global average	92 - 102	77.70%
Net enrollment rate in primary education	The Arab and global average	< 90 - 77	62%
Gender parity index in primary education	Scientific value	0.97 and 1.03	0.94
Percent of government spending	Incheon Declaration	15% - 20%	12%
Student rate per teacher	The Arab and Global average	23<	N.A
Percentage of teachers with training or educational qualifications	The global average	75 - 84	65%
Average number of students per school	Average of Arab countries	370	536
Percentage of schools with electricity services	Universal values	< 73	54.10%
Proportion of schools with access to basic drinking water services	Universal values	< 78	93.40%
Proportion of schools with Internet access for education purposes	Universal values	< 48	N.A
Proportion of schools with computer services for educational purposes	Universal values	< 40	N.A
The number of annual hours devoted to learning	The global average	960	N.A
Legal teaching hours per year for primary school teachers	Average of Arab countries	808	N.A
Legal teaching hours per year for middle school teachers	The average basic stage in the Arab countries	742	N.A
Hours allocated for teaching Arabic language at the primary level	Average of Arab countries	198	N.A
Hours allocated for teaching Arabic at the preparatory stage	Average of Arab countries	151	N.A
Hours for teaching foreign languages at the primary level	Average of Arab countries	127	N.A
Hours allocated for teaching foreign languages at the preparatory stage	Average of Arab countries	132	N.A
Hours dedicated to teaching mathematics and science at the primary level	International average	227	N.A
Hours dedicated to teaching mathematics and science at the preparatory stage	International average	274	N.A
Hours allocated for citizenship education at the primary level	Average of Arab countries	40	N.A
The hours allocated for citizenship education in the preparatory stage	Average of Arab countries	40	N.A
Hours allocated for activities at the primary level	Average of Arab countries	92	N.A

Hours allocated for activities in the preparatory stage	Average of Arab countries	95	N.A
Class intensity at the primary level	Average rate in developed countries	25	N.A
Class intensity at the preparatory stage	Average rate in developed countries	30	N.A
The expected number of years of study in the Arab countries	The global average of countries with high human development	14.5	8.5
Primary completion rate	Global reference values in 2030	93	65%
Completion rate of lower secondary education	Global reference values in 2030	86	51%
The level of reading proficiency in primary education is % of all students	Average standard value for Arab countries 2025	64.00%	N.A
The level of reading proficiency in preparatory education is % of the total students	Average standard value for Arab countries 2025	66.00%	N.A
Poverty of learning	The UNESCO Global Standard for 2030	52.00%	N.A
Mathematics proficiency level in primary education	Global reference values in 2030	71.00%	N.A
Proficiency level in mathematics in preparatory education	Global reference values in 2030	61.00%	N.A
Average scores in reading in the Pisa assessment	Average score (OECD)	476	N.A
Average scores in mathematics in the Pisa assessment	Average score (OECD)	472	N.A
Average grades in science in the Pisa assessment	Average score (OECD)	485	N.A
Average scores in reading for the fourth grade in the Perls Assessment	The central score	500	N.A
The average score in mathematics for the fourth grade in the Thames assessment	Overall average of results	503	N.A
Average scores in mathematics for the eighth grade in the Thames Assessment	Overall average of results	478	N.A
The science grade average for the fourth grade in the Thames calendar	Overall average of results	494	N.A
Average grades in science for the eighth grade in the Excellence Assessment	Overall average of results	478	N.A
Percentage of young people aged 15 to 24 who are out of work, education or training	The average global percentage in 2025	25.00%	46.50%

3 University education.

Number of students in university education 22/23	Not available
% Of female students in university education	Not available
Gross enrollment rate in university education	Not available
Number of public and private universities	62
Number of universities per million inhabitants	1.2
Scientific research centers in universities	Not available
The number of researchers per million people is 2022	Not available
Number of research per million people	29

Syrian Arab Republic



1. Population and human development:

Population (2023)	23,594,623
Proportion of population under 15 years of age	31%
Per capita national income at purchasing power parity in current US dollar prices in 2024	\$4,480
Average age at birth	72
Literacy rate among population aged 15 years and over	70.00%
Literacy rate of population aged 15 years	96.10%

2. Public education: The data in these tables are based on information received from the State and official sources on the Ministry of Education website.

2 compulsory Education Act

Free and compulsory education law/legislation	Law No. 7 of 2012
Number of years of compulsory education	9 years
The beginning of the compulsory age	6 years

2. 2 Educational ladder according to ISCED

ISCED	0	1	2	3
Stage	Early education	Primary education	Intermediate (lower secondary)	Secondary education
Number of years	2	6	3	3
		Compulsory	Compulsory	

2. 3. Education statistics for 23/24

ISCED	Stage	Number of students
02	Early education	114,279
1	Primary education	2,172,382
2	Intermediate - lower secondary education	852,984
3	Secondary education	502,604

2. 4. Education indicators (Status of Quality in Education):

Indicator	Source of standard value	The standard value	Country Score
Compulsory years of education as prescribed by law	Incheon Declaration	12	9
Participation rate in structured learning (one year before the official primary school enrollment age)	Global value for the year 2023	75	23
Gross enrollment rate of students in primary education	The Arab and global average	92 - 102	70.60%
Net enrollment rate in primary education	The Arab and global average	< 90 - 77	67%
Gender parity index in primary education	Scientific value	0.97 and 1.03	0.97
Percent of government spending	Incheon Declaration	15% - 20%	N.A
Student rate per teacher	The Arab and Global average	23<	14
Percentage of teachers with training or educational qualifications	The global average	75 - 84	44%
Average number of students per school	Average of Arab countries	370	299
Percentage of schools with electricity services	Universal values	< 73	87.00%
Proportion of schools with access to basic drinking water services	Universal values	< 78	86.00%
Proportion of schools with Internet access for education purposes	Universal values	< 48	8.20%
Proportion of schools with computer services for educational purposes	Universal values	< 40	55.10%
The number of annual hours devoted to learning	The global average	960	788
Legal teaching hours per year for primary school teachers	Average of Arab countries	808	665
Legal teaching hours per year for middle school teachers	The average basic stage in the Arab countries	742	665
Hours allocated for teaching Arabic language at the primary level	Average of Arab countries	198	184
Hours allocated for teaching Arabic at the preparatory stage	Average of Arab countries	151	105
Hours for teaching foreign languages at the primary level	Average of Arab countries	127	79
Hours allocated for teaching foreign languages at the preparatory stage	Average of Arab countries	132	158
Hours dedicated to teaching mathematics and science at the primary level	International average	227	197
Hours dedicated to teaching mathematics and science at the preparatory stage	International average	274	210
Hours allocated for citizenship education at the primary level	Average of Arab countries	40	0
The hours allocated for citizenship education in the preparatory stage	Average of Arab countries	40	0
Hours allocated for activities at the primary level	Average of Arab countries	92	70
Hours allocated for activities in the preparatory stage	Average of Arab countries	95	0
Class intensity at the primary level	Average rate in developed countries	25	30
Class intensity at the preparatory stage	Average rate in developed countries	30	30
The expected number of years of study in the Arab countries	The global average of countries with high human development	14.5	7.4
Primary completion rate	Global reference values in 2030	93	73.00%

Completion rate of lower secondary education	Global reference values in 2030	86	60.00%
The level of reading proficiency in primary education is % of all students	Average standard value for Arab countries 2025	64.00%	N.A
The level of reading proficiency in preparatory education is % of the total students	Average standard value for Arab countries 2025	66.00%	N.A
Poverty of learning	The UNESCO Global Standard for 2030	52.00%	N.A
Mathematics proficiency level in primary education	Global reference values in 2030	71.00%	N.A
Proficiency level in mathematics in preparatory education	Global reference values in 2030	61.00%	N.A
Average scores in reading in the Pisa assessment	Average score (OECD)	476	N.A
Average scores in mathematics in the Pisa assessment	Average score (OECD)	472	N.A
Average grades in science in the Pisa assessment	Average score (OECD)	485	N.A
Average scores in reading for the fourth grade in the Perls Assessment	The central score	500	N.A
The average score in mathematics for the fourth grade in the Thames assessment	Overall average of results	503	N.A
Average scores in mathematics for the eighth grade in the Thames Assessment	Overall average of results	478	N.A
The science grade average for the fourth grade in the Thames calendar	Overall average of results	494	N.A
Average grades in science for the eighth grade in the Excellence Assessment	Overall average of results	478	N.A
Percentage of young people aged 15 to 24 who are out of work, education or training	The average global percentage in 2025	25.00%	N.A

3 University education.

Number of students in university education 22/23	746,286
% Of female students in university education	55%
Gross enrollment rate in university education	43%
Number of public and private universities	38
Number of universities per million inhabitants	1.5
Scientific research centers in universities	Not available
The number of researchers per million people is 2022	273
Number of research per million people	45

Federal Republic of Somalia



1. Population and human development:

Population (2023)	18,358,615
Proportion of population under 15 years of age	47%
Per capita national income at purchasing power parity in current US dollar prices in 2024	\$1,590
Average age at birth	59
Literacy rate among population aged 15 years and over	
Literacy rate of population aged 15 years	75.70%

2. Public education: The data in these tables are based on information received from the State and official sources on the Ministry of Education website.

2 compulsory Education Act

Free and compulsory education law/legislation	Not applicable
Number of years of compulsory education	Not applicable
The beginning of the compulsory age	Not applicable

2. 2 Educational ladder according to ISCED

ISCED	0	1	2	3
Stage	Early education	Primary education	Intermediate (lower secondary)	Secondary education
Number of years	3	4	4	4

2. 3. Education statistics for 23/24

ISCED	Stage	Number of students
02	Early education	Not available
1	Primary education	686,778
2	Intermediate - lower secondary education	
3	Secondary education	176,389

2. 4. Education indicators (Status of Quality in Education):

Indicator	Source of standard value	The standard value	Country score
Compulsory years of education as prescribed by law	Incheon Declaration	12	Not Applicable
Participation rate in structured learning (one year before the official primary school enrollment age)	Global value for the year 2023	75	23
Gross enrollment rate of students in primary education	The Arab and global average	92 - 102	33.80%
Net enrollment rate in primary education	The Arab and global average	< 90 - 77	25.00%
Gender parity index in primary education	Scientific value	0.97 and 1.03	0.8
Percent of government spending	Incheon Declaration	15% - 20%	5%
Student rate per teacher	The Arab and Global average	23<	42
Percentage of teachers with training or educational qualifications	The global average	75 - 84	73%
Average number of students per school	Average of Arab countries	370	246
Percentage of schools with electricity services	Universal values	< 73	N.A
Proportion of schools with access to basic drinking water services	Universal values	< 78	N.A
Proportion of schools with Internet access for education purposes	Universal values	< 48	N.A
Proportion of schools with computer services for educational purposes	Universal values	< 40	N.A
The number of annual hours devoted to learning	The global average	960	832
Legal teaching hours per year for primary school teachers	Average of Arab countries	808	N.A
Legal teaching hours per year for middle school teachers	The average basic stage in the Arab countries	742	N.A
Hours allocated for teaching Arabic language at the primary level	Average of Arab countries	198	168
Hours allocated for teaching Arabic at the preparatory stage	Average of Arab countries	151	168
Hours for teaching foreign languages at the primary level	Average of Arab countries	127	168
Hours allocated for teaching foreign languages at the preparatory stage	Average of Arab countries	132	140
Hours dedicated to teaching mathematics and science at the primary level	International average	227	140
Hours dedicated to teaching mathematics and science at the preparatory stage	International average	274	308
Hours allocated for citizenship education at the primary level	Average of Arab countries	40	0
The hours allocated for citizenship education in the preparatory stage	Average of Arab countries	40	0
Hours allocated for activities at the primary level	Average of Arab countries	92	0
Hours allocated for activities in the preparatory stage	Average of Arab countries	95	0

Class intensity at the primary level	Average rate in developed countries	25	56
Class intensity at the preparatory stage	Average rate in developed countries	30	56
The expected number of years of study in the Arab countries	The global average of countries with high human development	14.5	7.6
Primary completion rate	Global reference values in 2030	93	50
Completion rate of lower secondary education	Global reference values in 2030	86	48
The level of reading proficiency in primary education is % of all students	Average standard value for Arab countries 2025	64.00%	N.A
The level of reading proficiency in preparatory education is % of the total students	Average standard value for Arab countries 2025	66.00%	N.A
Poverty of learning	The UNESCO Global Standard for 2030	52.00%	N.A
Mathematics proficiency level in primary education	Global reference values in 2030	71.00%	N.A
Proficiency level in mathematics in preparatory education	Global reference values in 2030	61.00%	N.A
Average scores in reading in the Pisa assessment	Average score (OECD)	476	N.A
Average scores in mathematics in the Pisa assessment	Average score (OECD)	472	N.A
Average grades in science in the Pisa assessment	Average score (OECD)	485	N.A
Average scores in reading for the fourth grade in the Perls Assessment	The central score	500	N.A
The average score in mathematics for the fourth grade in the Thames assessment	Overall average of results	503	N.A
Average scores in mathematics for the eighth grade in the Thames Assessment	Overall average of results	478	N.A
The science grade average for the fourth grade in the Thames calendar	Overall average of results	494	N.A
Average grades in science for the eighth grade in the Excellence Assessment	Overall average of results	478	N.A
Percentage of young people aged 15 to 24 who are out of work, education or training	The average global percentage in 2025	25.00%	43.70%

3 University education.

Number of students in university education 22/23	131,696
% Of female students in university education	39.00%
Gross enrollment rate in university education	Not available
Number of public and private universities	111
Number of universities per million inhabitants	5.8
Scientific research centers in universities	Not available
The number of researchers per million people is 2022	Not available
Number of research per million people	Not available

The Iraqi Republic



1. Population and human development:

Population (2023)	45,074,049
Proportion of population under 15 years of age	38%
Per capita national income at purchasing power parity in current US dollar prices in 2024	\$14,550
Average age at birth	72
Literacy rate among population aged 15 years and over	77.30%
Literacy rate of population aged 15 years	93.50%

2. Public education: The data in these tables are based on information received from the State and official sources on the Ministry of Education website.

2 compulsory Education Act

Free and compulsory education law/legislation	Article 34 of the Constitution of the Republic of Iraq, 2011. Education Act No. 22 of 2011.
Number of years of compulsory education	6 years
The beginning of the compulsory age	6 years

2. 2 Educational ladder according to ISCED

ISCED	0	1	2	3
Stage	Early education	Primary education	Intermediate (lower secondary)	Secondary education
Number of years	2	6	3	3
		Compulsory		

2. 3. Education statistics for 23/24

ISCED	Stage	Number of students
02	Early education	209,935
1	Primary education	6,637,127
2	Intermediate - lower secondary education	3,258,718
3	secondary education	

2. 4. Education indicators (Status of Quality in Education):

Indicator	Source of standard value	The standard value	Country Score
Compulsory years of education as prescribed by law	Incheon Declaration	12	6
Participation rate in structured learning (one year before the official primary school enrollment age)	Global value for the year 2023	75	32%
Gross enrollment rate of students in primary education	The Arab and global average	92 - 102	103.70%
Net enrollment rate in primary education	The Arab and global average	< 90 - 77	94.00%
Gender parity index in primary education	Scientific value	0.97 and 1.03	N.A
Percent of government spending	Incheon Declaration	15% - 20%	12%
Student rate per teacher	The Arab and Global average	23<	21
Percentage of teachers with training or educational qualifications	The global average	75 - 84	27%
Average number of students per school	Average of Arab countries	370	373
Percentage of schools with electricity services	Universal values	< 73	N.A
Proportion of schools with access to basic drinking water services	Universal values	< 78	N.A
Proportion of schools with Internet access for education purposes	Universal values	< 48	N.A
Proportion of schools with computer services for educational purposes	Universal values	< 40	N.A
The number of annual hours devoted to learning	The global average	960	N.A
Legal teaching hours per year for primary school teachers	Average of Arab countries	808	N.A
Legal teaching hours per year for middle school teachers	The average basic stage in the Arab countries	742	N.A
Hours allocated for teaching Arabic language at the primary level	Average of Arab countries	198	N.A
Hours allocated for teaching Arabic at the preparatory stage	Average of Arab countries	151	N.A
Hours for teaching foreign languages at the primary level	Average of Arab countries	127	N.A
Hours allocated for teaching foreign languages at the preparatory stage	Average of Arab countries	132	N.A
Hours dedicated to teaching mathematics and science at the primary level	International average	227	N.A
Hours dedicated to teaching mathematics and science at the preparatory stage	International average	274	N.A
Hours allocated for citizenship education at the primary level	Average of Arab countries	40	N.A
The hours allocated for citizenship education in the preparatory stage	Average of Arab countries	40	N.A
Hours allocated for activities at the primary level	Average of Arab countries	92	N.A
Hours allocated for activities in the preparatory stage	Average of Arab countries	95	N.A

Class intensity at the primary level	Average rate in developed countries	25	N.A
Class intensity at the preparatory stage	Average rate in developed countries	30	N.A
The expected number of years of study in the Arab countries	The global average of countries with high human development	14.5	12.2
Primary completion rate	Global reference values in 2030	93%	71%
Completion rate of lower secondary education	Global reference values in 2030	86%	46%
The level of reading proficiency in primary education is % of all students	Average standard value for Arab countries 2025	64.00%	Not available
The level of reading proficiency in preparatory education is % of the total students	Average standard value for Arab countries 2025	66.00%	N.A
Poverty of learning	The UNESCO Global Standard for 2030	52.00%	N.A
Mathematics proficiency level in primary education	Global reference values in 2030	71.00%	N.A
Proficiency level in mathematics in preparatory education	Global reference values in 2030	61.00%	N.A
Average scores in reading in the Pisa assessment	Average score (OECD)	476	N.A
Average scores in mathematics in the Pisa assessment	Average score (OECD)	472	N.A
Average grades in science in the Pisa assessment	Average score (OECD)	485	N.A
Average scores in reading for the fourth grade in the Perls Assessment	The central score	500	N.A
The average score in mathematics for the fourth grade in the Thames assessment	Overall average of results	503	N.A
Average scores in mathematics for the eighth grade in the Thames Assessment	Overall average of results	478	N.A
The science grade average for the fourth grade in the Thames calendar	Overall average of results	494	N.A
Average grades in science for the eighth grade in the Excellence Assessment	Overall average of results	478	N.A
Percentage of young people aged 15 to 24 who are out of work, education or training	The average global percentage in 2025	25.00%	36.9

3 University education.

Number of students in university education 22/23	714,972
% Of female students in university education	52%
Gross enrollment rate in university education	Not available
Number of public and private universities	49
Number of universities per million inhabitants	1.1
Scientific research centers in universities	41
The number of researchers per million people is 2022	105
Number of research per million people	479

Sultanate of Oman



1. Population and human development:

Population (2023)	5,049,269
Proportion of population under 15 years of age	27%
Per capita national income at purchasing power parity in current US dollar prices in 2024	\$38,840
Average age at birth	80
Literacy rate among population aged 15 years and over	97.30%
Literacy rate of population aged 15 years	98.60%

2. Public education: The data in these tables are based on information received from the State and official sources on the Ministry of Education website.

2 compulsory Education Act

Free and compulsory education law/legislation	Royal Decree No. 31/2023 on the issuance of the Education Law
Number of years of compulsory education	10 years
The beginning of the compulsory age	6 years

2. 2 Educational ladder according to ISCED

ISCED	0	1	2	3
Stage	Early education	Primary basic education	Intermediate (lower secondary)	Secondary education
Number of years	2	4	6	2
		Compulsory	Compulsory	

2. 3. Education statistics for 23/24

ISCED	Stage	Number of students
02	Early education	189,563
1	Primary education	562,814
2	Intermediate - lower secondary education	263,293
3	Secondary education	83,865

2. 4. Education indicators (Status of Quality in Education):

Indicator	Source of standard value	The standard value	Country Score
Compulsory years of education as prescribed by law	Incheon Declaration	12	10
Participation rate in structured learning (one year before the official primary school enrollment age)	Global value for the year 2023	75	82.00%
Gross enrollment rate of students in primary education	The Arab and global average	92 - 102	100.30%
Net enrollment rate in primary education	The Arab and global average	< 90 - 77	98.00%
Gender parity index in primary education	Scientific value	0.97 and 1.03	1.03
Percent of government spending	Incheon Declaration	15% - 20%	12%
Student rate per teacher	The Arab and Global average	23<	13
Percentage of teachers with training or educational qualifications	The global average	75 - 84	97.00%
Average number of students per school	Average of Arab countries	370	629
Percentage of schools with electricity services	Universal values	< 73	100%
Proportion of schools with access to basic drinking water services	Universal values	< 78	100%
Proportion of schools with Internet access for education purposes	Universal values	< 48	100%
Proportion of schools with computer services for educational purposes	Universal values	< 40	100%
The number of annual hours devoted to learning	The global average	960	875
Legal teaching hours per year for primary school teachers	Average of Arab countries	808	693
Legal teaching hours per year for middle school teachers	The average basic stage in the Arab countries	742	693
Hours allocated for teaching Arabic language at the primary level	Average of Arab countries	198	187
Hours allocated for teaching Arabic at the preparatory stage	Average of Arab countries	151	154
Hours for teaching foreign languages at the primary level	Average of Arab countries	127	132
Hours allocated for teaching foreign languages at the preparatory stage	Average of Arab countries	132	110
Hours dedicated to teaching mathematics and science at the primary level	International average	227	231
Hours dedicated to teaching mathematics and science at the preparatory stage	International average	274	330
Hours allocated for citizenship education at the primary level	Average of Arab countries	40	0
The hours allocated for citizenship education in the preparatory stage	Average of Arab countries	40	0
Hours allocated for activities at the primary level	Average of Arab countries	92	33
Hours allocated for activities in the preparatory stage	Average of Arab countries	95	33
Class intensity at the primary level	Average rate in developed countries	25	29

Class intensity at the preparatory stage	Average rate in developed countries	30	30
The expected number of years of study in the Arab countries	The global average of countries with high human development	14.5	13
Primary completion rate	Global reference values in 2030	93%	97%
Completion rate of lower secondary education	Global reference values in 2030	86%	88%
The level of reading proficiency in primary education is % of all students	Average standard value for Arab countries 2025	64.00%	62.20%
The level of reading proficiency in preparatory education is % of the total students	Average standard value for Arab countries 2025	66.00%	N.A
Poverty of learning	The UNESCO Global Standard for 2030	52.00%	41.80%
Mathematics proficiency level in primary education	Global reference values in 2030	71.00%	29%
Proficiency level in mathematics in preparatory education	Global reference values in 2030	61.00%	24%
Average scores in reading in the Pisa assessment	Average score (OECD)	476	N.A
Average scores in mathematics in the Pisa assessment	Average score (OECD)	472	N.A
Average grades in science in the Pisa assessment	Average score (OECD)	485	N.A
Average scores in reading for the fourth grade in the Perls Assessment	The central score	500	429
The average score in mathematics for the fourth grade in the Thames assessment	Overall average of results	503	421
Average scores in mathematics for the eighth grade in the Thames Assessment	Overall average of results	478	411
The science grade average for the fourth grade in the Thames calendar	Overall average of results	494	433
Average grades in science for the eighth grade in the Excellence Assessment	Overall average of results	478	456
Percentage of young people aged 15 to 24 who are out of work, education or training	The average global percentage in 2025	25.00%	25.50%

3 University education.

Number of students in university education 22/23	156,352
% Of female students in university education	56%
Gross enrollment rate in university education	46%
Number of public and private universities	39
Number of universities per million inhabitants	7.7
Scientific research centers in universities	43
The number of researchers per million people is 2022	242
Number of research per million people	543

State of Palestine



1. Population and human development:

Population (2023)	5,165,775
Proportion of population under 15 years of age	39%
Per capita national income at purchasing power parity in current US dollar prices in 2024	\$5,310
Average age at birth	65
Literacy rate among population aged 15 years and over	83.60%
Literacy rate of population aged 15 years	Not available

2. Public education: The data in these tables are based on information received from the State and official sources on the Ministry of Education website.

2 compulsory Education Act

Free and compulsory education law/legislation	(8) of 2017 concerning public education and education
Number of years of compulsory education	9 years
The beginning of the compulsory age	6 years

2. 2 Educational ladder according to ISCED

ISCED	0	1	2	3
Stage	Early education	Primary education	Intermediate (lower secondary)	Secondary education
Number of years	2	6	3	3
		Compulsory	Compulsory	

2. 3. Education statistics for 23/24

ISCED	Stage	Number of students
02	Early education	169,671
1	Primary education	764,661
2	Intermediate - lower secondary education	350,171
3	Secondary education	268,100

2. 4. Education indicators (Status of Quality in Education):

Indicator	Source of standard value	The standard value	Country Score
Compulsory years of education as prescribed by law	Incheon Declaration	12	8
Participation rate in structured learning (one year before the official primary school enrollment age)	Global value for the year 2023	75	75%
Gross enrollment rate of students in primary education	The Arab and global average	92 - 102	103%
Net enrollment rate in primary education	The Arab and global average	< 90 - 77	100%
Gender parity index in primary education	Scientific value	0.97 and 1.03	1
Percent of government spending	Incheon Declaration	15% - 20%	20%
Student rate per teacher	The Arab and Global average	23<	18
Percentage of teachers with training or educational qualifications	The global average	75 - 84	37.00%
Average number of students per school	Average of Arab countries	370	192
Percentage of schools with electricity services	Universal values	< 73	100%
Proportion of schools with access to basic drinking water services	Universal values	< 78	99.10%
Proportion of schools with Internet access for education purposes	Universal values	< 48	98.00%
Proportion of schools with computer services for educational purposes	Universal values	< 40	90.00%
The number of annual hours devoted to learning	The global average	960	840
Legal teaching hours per year for primary school teachers	Average of Arab countries	808	900
Legal teaching hours per year for middle school teachers	The average basic stage in the Arab countries	742	900
Hours allocated for teaching Arabic language at the primary level	Average of Arab countries	198	204
Hours allocated for teaching Arabic at the preparatory stage	Average of Arab countries	151	168
Hours for teaching foreign languages at the primary level	Average of Arab countries	127	84
Hours allocated for teaching foreign languages at the preparatory stage	Average of Arab countries	132	96
Hours dedicated to teaching mathematics and science at the primary level	International average	227	216
Hours dedicated to teaching mathematics and science at the preparatory stage	International average	274	240
Hours allocated for citizenship education at the primary level	Average of Arab countries	40	54
The hours allocated for citizenship education in the preparatory stage	Average of Arab countries	40	0
Hours allocated for activities at the primary level	Average of Arab countries	92	72
Hours allocated for activities in the preparatory stage	Average of Arab countries	95	72

Class intensity at the primary level	Average rate in developed countries	25	31
Class intensity at the preparatory stage	Average rate in developed countries	30	33
The expected number of years of study in the Arab countries	The global average of countries with high human development	14.5	13.2
Primary completion rate	Global reference values in 2030	93	99%
Completion rate of lower secondary education	Global reference values in 2030	86	92%
The level of reading proficiency in primary education is % of all students	Average standard value for Arab countries 2025	64.00%	N.A
The level of reading proficiency in preparatory education is % of the total students	Average standard value for Arab countries 2025	66.00%	N.A
Poverty of learning	The UNESCO Global Standard for 2030	52.00%	N.A
Mathematics proficiency level in primary education	Global reference values in 2030	71.00%	N.A
Proficiency level in mathematics in preparatory education	Global reference values in 2030	61.00%	16.00%
Average scores in reading in the Pisa assessment	Average scores of OECD countries	476	349
Average scores in mathematics in the Pisa assessment	Average scores of OECD countries	472	366
Average grades in science in the Pisa assessment	Average scores of OECD countries	485	369
Average scores in reading for the fourth grade in the Perls Assessment	The central score	500	N.A
The average score in mathematics for the fourth grade in the Thames assessment	Overall average of results	503	N.A
Average scores in mathematics for the eighth grade in the Thames Assessment	Overall average of results	478	382
The science grade average for the fourth grade in the Thames calendar	Overall average of results	494	N.A
Average grades in science for the eighth grade in the Excellence Assessment	Overall average of results	478	393
Percentage of young people aged 15 to 24 who are out of work, education or training	The average global percentage in 2025	25.00%	26.70%

3 University education.

Number of students in university education 22/23	136,477
% Of female students in university education	66%
Gross enrollment rate in university education	43%
Number of public and private universities	33
Number of universities per million inhabitants	6.2
Scientific research centers in universities	Not available
The number of researchers per million people is 2022	Not available
Number of research per million people	263

State of Qatar



1. Population and human development:

Population (2023)	2,656,032
Proportion of population under 15 years of age	16%
Per capita national income at purchasing power parity in current US dollar prices in 2024	\$121,930
Average age at birth	82
Literacy rate among population aged 15 years and over	99.20%
Literacy rate of population aged 15 years	94.60%

2. Public education: The data in these tables are based on information received from the State and official sources on the Ministry of Education website.

2 compulsory Education Act

Free and compulsory education law/legislation	(25) of 2001 on compulsory Education
Number of years of compulsory education	9 years
The beginning of the compulsory age	6 years

2. 2 Educational ladder according to ISCED

ISCED	0	1	2	3
Stage	Early education	Primary education	Intermediate (lower secondary)	Secondary education
Number of years	2	6	3	3
		Compulsory	Compulsory	

2. 3. Education statistics for 23/24

ISCED	Stage	Number of students
02	Early education	46,917
1	Primary education	175,066
2	Intermediate - lower secondary education	76,758
3	Secondary education	66,794

2. 4. Education indicators (Status of Quality in Education):

Indicator	Source of standard value	The standard value	Country Score
Compulsory years of education as prescribed by law	Incheon Declaration	12	9
Participation rate in structured learning (one year before the official primary school enrollment age)	Global value for the year 2023	75	88%
Gross enrollment rate of students in primary education	The Arab and global average	92 - 102	96.30%
Net enrollment rate in primary education	The Arab and global average	< 90 - 77	89%
Gender parity index in primary education	Scientific value	0.97 and 1.03	1.02
Percent of government spending	Incheon Declaration	15% - 20%	9%
Student rate per teacher	The Arab and Global average	23<	12
Percentage of teachers with training or educational qualifications	The global average	75 - 84	100%
Average number of students per school	Average of Arab countries	370	429
Percentage of schools with electricity services	Universal values	< 73	100%
Proportion of schools with access to basic drinking water services	Universal values	< 78	100%
Proportion of schools with Internet access for education purposes	Universal values	< 48	100%
Proportion of schools with computer services for educational purposes	Universal values	< 40	100%
The number of annual hours devoted to learning	The global average	960	898
Legal teaching hours per year for primary school teachers	Average of Arab countries	808	476
Legal teaching hours per year for middle school teachers	The average basic stage in the Arab countries	742	476
Hours allocated for teaching Arabic language at the primary level	Average of Arab countries	198	191
Hours allocated for teaching Arabic at the preparatory stage	Average of Arab countries	151	128
Hours for teaching foreign languages at the primary level	Average of Arab countries	127	128
Hours allocated for teaching foreign languages at the preparatory stage	Average of Arab countries	132	128
Hours dedicated to teaching mathematics and science at the primary level	International average	227	242
Hours dedicated to teaching mathematics and science at the preparatory stage	International average	274	230
Hours allocated for citizenship education at the primary level	Average of Arab countries	40	17
The hours allocated for citizenship education in the preparatory stage	Average of Arab countries	40	0
Hours allocated for activities at the primary level	Average of Arab countries	92	255
Hours allocated for activities in the preparatory stage	Average of Arab countries	95	238
Class intensity at the primary level	Average rate in developed countries	25	24

Class intensity at the preparatory stage	Average rate in developed countries	30	25
The expected number of years of study in the Arab countries	The global average of countries with high human development	14.5	13.3
Primary completion rate	Global reference values in 2030	93%	95%
Completion rate of lower secondary education	Global reference values in 2030	86%	95%
The level of reading proficiency in primary education is % of all students	Average standard value for Arab countries 2025	64.00%	80.40%
The level of reading proficiency in preparatory education is % of the total students	Average standard value for Arab countries 2025	66.00%	52.70%
Poverty of learning	The UNESCO Global Standard for 2030	52.00%	35.70%
Mathematics proficiency level in primary education	Global reference values in 2030	71.00%	46%
Proficiency level in mathematics in preparatory education	Global reference values in 2030	61.00%	40%
Average scores in reading in the Pisa assessment	Average scores of OECD countries	476	419
Average scores in mathematics in the Pisa assessment	Average scores of OECD countries	472	414
Average grades in science in the Pisa assessment	Average scores of OECD countries	485	432
Average scores in reading for the fourth grade in the Perls Assessment	The central score	500	485
The average score in mathematics for the fourth grade in the Thames assessment	Overall average of results	503	464
Average scores in mathematics for the eighth grade in the Thames Assessment	Overall average of results	478	451
The science grade average for the fourth grade in the Thames calendar	Overall average of results	494	472
Average grades in science for the eighth grade in the Excellence Assessment	Overall average of results	478	481
Percentage of young people aged 15 to 24 who are out of work, education or training	The average global percentage in 2025	25.00%	N.A

3 University education.

Number of students in university education 22/23	43,434
% Of female students in university education	57%
Gross enrollment rate in university education	35%
Number of public and private universities	19
Number of universities per million inhabitants	6.6
Scientific research centers in universities	18
The number of researchers per million people is 2022	584
Number of research per million people	1881

Republic of the Comoros



1. Population and human development:

Population (2023)	850,387
Proportion of population under 15 years of age	38%
Per capita national income at purchasing power parity in current US dollar prices in 2024	\$4,080
Average age at birth	67
Literacy rate among population aged 15 years and over	74.50%
Literacy rate of population aged 15 years	81.20%

2. Public education: The data in these tables are based on information received from the State and official sources on the Ministry of Education website.

2 compulsory Education Act

Free and compulsory education law/legislation	Not available
Number of years of compulsory education	Not available
The beginning of the compulsory age	6 years

2. 2 Educational ladder according to ISCED

ISCED	0	1	2	3
Stage	Early education	Primary education	Intermediate (lower secondary)	Secondary education
Number of years	3	6	4	3

2. 3. Education statistics for 23/24

ISCED	Stage	Number of students
02	Early education	67,100
1	Primary education	124,240
2	Intermediate - lower secondary education	48,010
3	Secondary education	22,940

2. 4. Education indicators (Status of Quality in Education):

Indicator	Source of standard value	The standard value	Country Score
Compulsory years of education as prescribed by law	Incheon Declaration	12	N.A
Participation rate in structured learning (one year before the official primary school enrollment age)	Global value for the year 2023	75	38%
Gross enrollment rate of students in primary education	The Arab and global average	92 - 102	106.20%
Net enrollment rate in primary education	The Arab and global average	< 90 - 77	82%
Gender parity index in primary education	Scientific value	0.97 and 1.03	0.8
Percent of government spending	Incheon Declaration	15% - 20%	10%
Student rate per teacher	The Arab and Global average	23<	18
Percentage of teachers with training or educational qualifications	The global average	75 - 84	50%
Average number of students per school	Average of Arab countries	370	N.A
Percentage of schools with electricity services	Universal values	< 73	48.40%
Proportion of schools with access to basic drinking water services	Universal values	< 78	74.50%
Proportion of schools with Internet access for education purposes	Universal values	< 48	21.40%
Proportion of schools with computer services for educational purposes	Universal values	< 40	30.80%
The number of annual hours devoted to learning	The global average	960	N.A
Legal teaching hours per year for primary school teachers	Average of Arab countries	808	N.A
Legal teaching hours per year for middle school teachers	The average basic stage in the Arab countries	742	N.A
Hours allocated for teaching Arabic language at the primary level	Average of Arab countries	198	N.A
Hours allocated for teaching Arabic at the preparatory stage	Average of Arab countries	151	N.A
Hours for teaching foreign languages at the primary level	Average of Arab countries	127	N.A
Hours allocated for teaching foreign languages at the preparatory stage	Average of Arab countries	132	N.A
Hours dedicated to teaching mathematics and science at the primary level	International average	227	N.A
Hours dedicated to teaching mathematics and science at the preparatory stage	International average	274	N.A
Hours allocated for citizenship education at the primary level	Average of Arab countries	40	N.A
The hours allocated for citizenship education in the preparatory stage	Average of Arab countries	40	N.A
Hours allocated for activities at the primary level	Average of Arab countries	92	N.A

Hours allocated for activities in the preparatory stage	Average of Arab countries	95	N.A
Class intensity at the primary level	Average rate in developed countries	25	N.A
Class intensity at the preparatory stage	Average rate in developed countries	30	N.A
The expected number of years of study in the Arab countries	The global average of countries with high human development	14.5	13
Primary completion rate	Global reference values in 2030	93%	82
Completion rate of lower secondary education	Global reference values in 2030	86%	60
The level of reading proficiency in primary education is % of all students	Average standard value for Arab countries 2025	64.00%	N.A
The level of reading proficiency in preparatory education is % of the total students	Average standard value for Arab countries 2025	66.00%	N.A
Poverty of learning	The UNESCO Global Standard for 2030	52.00%	N.A
Mathematics proficiency level in primary education	Global reference values in 2030	71.00%	N.A
Proficiency level in mathematics in preparatory education	Global reference values in 2030	61.00%	N.A
Average scores in reading in the Pisa assessment	Average scores of OECD countries	476	N.A
Average scores in mathematics in the Pisa assessment	Average scores of OECD countries	472	N.A
Average grades in science in the Pisa assessment	Average scores of OECD countries	485	N.A
Average scores in reading for the fourth grade in the Perls Assessment	The central score	500	N.A
The average score in mathematics for the fourth grade in the Thames assessment	Overall average of results	503	N.A
Average scores in mathematics for the eighth grade in the Thames Assessment	Overall average of results	478	N.A
The science grade average for the fourth grade in the Thames calendar	Overall average of results	494	N.A
Average grades in science for the eighth grade in the Excellence Assessment	Overall average of results	478	N.A
Percentage of young people aged 15 to 24 who are out of work, education or training	The average global percentage in 2025	25.00%	21.10%

3 University education.

Number of students in university education 22/23	Not available
% Of female students in university education	Not available
Gross enrollment rate in university education	Not available
Number of public and private universities	Not available
Number of universities per million inhabitants	Not available
Scientific research centers in universities	Not available
The number of researchers per million people is 2022	Not available
Number of research per million people	Not available

State of Kuwait



1. Population and human development:

Population (2023)	4,853,420
Proportion of population under 15 years of age	21%
Per capita national income at purchasing power parity in current US dollar prices in 2024	\$62,460
Average age at birth	83
Literacy rate among population aged 15 years and over	97.60%
Literacy rate of population aged 15 years	99.30%

2. Public education

The data in these tables are based on information received from the state itself and from official sources on the Ministry of Education website.

2 compulsory Education Act

Free and compulsory education law/legislation	Constitution of the State of Kuwait/ Article 40 - Law No. (11) of 1965
Number of years of compulsory education	9 years
The beginning of the compulsory age	6 years

2. 2 Educational ladder according to ISCED

ISCED	0	1	2	3
Stage	Early education	Primary education	Intermediate (lower secondary)	Secondary education
Number of years	2	5	4	3
		Compulsory	Compulsory	

2. 3. Education statistics for 23/24

ISCED	Stage	Number of students
2	Early education	114,472
1	Primary education - basic	266,643
2	Intermediate - lower secondary education	205,974
3	Secondary education	144,942

2. 4. Education indicators (Status of Quality in Education):

Indicator	Source of standard value	The standard value	Country Score
Compulsory years of education as prescribed by law	Incheon Declaration	12	9
Participation rate in structured learning (one year before the official primary school enrollment age)	Global value for the year 2023	75	67%
Gross enrollment rate of students in primary education	The Arab and global average	92 - 102	89.70%
Net enrollment rate in primary education	The Arab and global average	< 90 - 77	58%
Gender parity index in primary education	Scientific value	0.97 and 1.03	1.1
Percent of government spending	Incheon Declaration	15% - 20%	9%
Student rate per teacher	The Arab and Global average	23<	6
Percentage of teachers with training or educational qualifications	The global average	75 - 84	71%
Average number of students per school	Average of Arab countries	370	545
Percentage of schools with electricity services	Universal values	< 73	100%
Proportion of schools with access to basic drinking water services	Universal values	< 78	100%
Proportion of schools with Internet access for education purposes	Universal values	< 48	100%
Proportion of schools with computer services for educational purposes	Universal values	< 40	100%
The number of annual hours devoted to learning	The global average	960	810
Legal teaching hours per year for primary school teachers	Average of Arab countries	808	540
Legal teaching hours per year for middle school teachers	The average basic stage in the Arab countries	742	576
Hours allocated for teaching Arabic language at the primary level	Average of Arab countries	198	216
Hours allocated for teaching Arabic at the preparatory stage	Average of Arab countries	151	162
Hours for teaching foreign languages at the primary level	Average of Arab countries	127	108
Hours allocated for teaching foreign languages at the preparatory stage	Average of Arab countries	132	162
Hours dedicated to teaching mathematics and science at the primary level	International average	227	189
Hours dedicated to teaching mathematics and science at the preparatory stage	International average	274	243
Hours allocated for citizenship education at the primary level	Average of Arab countries	40	0
The hours allocated for citizenship education in the preparatory stage	Average of Arab countries	40	0
Hours allocated for activities at the primary level	Average of Arab countries	92	36
Hours allocated for activities in the preparatory stage	Average of Arab countries	95	0

Class intensity at the primary level	Average rate in developed countries	25	25
Class intensity at the preparatory stage	Average rate in developed countries	30	25
The expected number of years of study in the Arab countries	The global average of countries with high human development	14.5	15.7
Primary completion rate	Global reference values in 2030	93	N.A
Completion rate of lower secondary education	Global reference values in 2030	86	N.A
The level of reading proficiency in primary education is % of all students	Average standard value for Arab countries 2025	64.00%	N.A
The level of reading proficiency in preparatory education is % of the total students	Average standard value for Arab countries 2025	66.00%	N.A
Poverty of learning	The UNESCO Global Standard for 2030	52.00%	51.10%
Mathematics proficiency level in primary education	Global reference values in 2030	71.00%	22%
Proficiency level in mathematics in preparatory education	Global reference values in 2030	61.00%	21%
Average scores in reading in the Pisa assessment	Average scores of OECD countries	476	N.A
Average scores in mathematics in the Pisa assessment	Average scores of OECD countries	472	N.A
Average grades in science in the Pisa assessment	Average scores of OECD countries	485	N.A
Average scores in reading for the fourth grade in the Perls Assessment	The central score	500	N.A
The average score in mathematics for the fourth grade in the Thames assessment	Overall average of results	503	383
Average scores in mathematics for the eighth grade in the Thames Assessment	Overall average of results	478	399
The science grade average for the fourth grade in the Thames calendar	Overall average of results	494	373
Average grades in science for the eighth grade in the Excellence Assessment	Overall average of results	478	420
Percentage of young people aged 15 to 24 who are out of work, education or training	The average global percentage in 2025	25.00%	N.A

3 University education data and indicators.

Number of students in university education 22/23	88,881
% Of female students in university education	63%
Gross enrollment rate in university education	62%
Number of public and private universities	8
Number of universities per million inhabitants	1.6
Scientific research centers in universities	16
The number of researchers per million people is 2022	502
Number of research per million people	586

The Lebanese Republic



1. Population and human development:

Population (2023)	5,773,493
Proportion of population under 15 years of age	27%
Per capita national income at purchasing power parity in current US dollar prices in 2024	\$12,530
Average age at birth	78
Literacy rate among population aged 15 years and over	85.60%
Literacy rate of population aged 15 years	99.80%

2. Public education: The data in these tables are based on information received from the State and official sources on the Ministry of Education website.

2 compulsory Education Act

Free and compulsory education law/legislation	Law No. 150 amending Article (49) of Legislative Decree No. 134 of 1959 and its amendments
Number of years of compulsory education	9 years
The beginning of the compulsory age	6 years

2. 2 Educational ladder according to ISCED

ISCED	0	1	2	3
Stage	Early education	Primary education	Intermediate (lower secondary)	Secondary education
Number of years	2	6	3	3
		Compulsory	Compulsory	

2. 3. Education statistics for 23/24

ISCED	Stage	Number of students
2	Early education	208,216
1	Primary education - basic	524,141
2	Intermediate - lower secondary education	207,048
3	Secondary education	139,643

2. 4. Education indicators (Status of Quality in Education):

Indicator	Source of standard value	The standard value	Country Score
Compulsory years of education as prescribed by law	Incheon Declaration	12	9
Participation rate in structured learning (one year before the official primary school enrollment age)	Global value for the year 2023	75	79%
Gross enrollment rate of students in primary education	The Arab and global average	92 - 102	83.60%
Net enrollment rate in primary education	The Arab and global average	< 90 - 77	N.A
Gender parity index in primary education	Scientific value	0.97 and 1.03	0.92
Percent of government spending	Incheon Declaration	15% - 20%	10%
Student rate per teacher	The Arab and Global average	23<	10
Percentage of teachers with training or educational qualifications	The global average	75 - 84	65%
Average number of students per school	Average of Arab countries	370	324
Percentage of schools with electricity services	Universal values	< 73	100%
Proportion of schools with access to basic drinking water services	Universal values	< 78	60%
Proportion of schools with Internet access for education purposes	Universal values	< 48	93.70%
Proportion of schools with computer services for educational purposes	Universal values	< 40	69.80%
The number of annual hours devoted to learning	The global average	960	N.A
Legal teaching hours per year for primary school teachers	Average of Arab countries	808	N.A
Legal teaching hours per year for middle school teachers	The average basic stage in the Arab countries	742	N.A
Hours allocated for teaching Arabic language at the primary level	Average of Arab countries	198	N.A
Hours allocated for teaching Arabic at the preparatory stage	Average of Arab countries	151	N.A
Hours for teaching foreign languages at the primary level	Average of Arab countries	127	N.A
Hours allocated for teaching foreign languages at the preparatory stage	Average of Arab countries	132	N.A
Hours dedicated to teaching mathematics and science at the primary level	International average	227	N.A
Hours dedicated to teaching mathematics and science at the preparatory stage	International average	274	N.A
Hours allocated for citizenship education at the primary level	Average of Arab countries	40	N.A
The hours allocated for citizenship education in the preparatory stage	Average of Arab countries	40	N.A
Hours allocated for activities at the primary level	Average of Arab countries	92	N.A

Hours allocated for activities in the preparatory stage	Average of Arab countries	95	N.A
Class intensity at the primary level	Average rate in developed countries	25	N.A
Class intensity at the preparatory stage	Average rate in developed countries	30	N.A
The expected number of years of study in the Arab countries	The global average of countries with high human development	14.5	12.1
Primary completion rate	Global reference values in 2030	93%	97%
Completion rate of lower secondary education	Global reference values in 2030	86%	84%
The level of reading proficiency in primary education is % of all students	Average standard value for Arab countries 2025	64.00%	N.A
The level of reading proficiency in preparatory education is % of the total students	Average standard value for Arab countries 2025	66.00%	32.20%
Poverty of learning	The UNESCO Global Standard for 2030	52.00%	N.A
Mathematics proficiency level in primary education	Global reference values in 2030	71.00%	N.A
Proficiency level in mathematics in preparatory education	Global reference values in 2030	61.00%	26.80%
Average scores in reading in the Pisa assessment	Average scores of OECD countries	476	353
Average scores in mathematics in the Pisa assessment	Average scores of OECD countries	472	393
Average grades in science in the Pisa assessment	Average scores of OECD countries	485	384
Average scores in reading for the fourth grade in the Perls Assessment	The central score	500	N.A
The average score in mathematics for the fourth grade in the Thames assessment	Overall average of results	503	N.A
Average scores in mathematics for the eighth grade in the Thames Assessment	Overall average of results	478	429
The science grade average for the fourth grade in the Thames calendar	Overall average of results	494	N.A
Average grades in science for the eighth grade in the Excellence Assessment	Overall average of results	478	377
Percentage of young people aged 15 to 24 who are out of work, education or training	The average global percentage in 2025	25.00%	23.50%

3 University education.

Number of students in university education 22/23	224,229
% Of female students in university education	Not available
Gross enrollment rate in university education	60%
Number of public and private universities	51
Number of universities per million inhabitants	8.8
Scientific research centers in universities	Not available
The number of researchers per million people is 2022	Not available
Number of research per million people	668

The State of Libya



1. Population and human development:

Population (2023)	7,305,659
Proportion of population under 15 years of age	28%
Per capita national income at purchasing power parity in current US dollar prices in 2024	\$14,050
Average age at birth	69
Literacy rate among population aged 15 years and over	96.50%
Literacy rate of population aged 15 years	99.60%

2. Public education: The data in these tables are based on information received from the State and official sources on the Ministry of Education website.

2 compulsory Education Act

Free and compulsory education law/legislation	Law No. 95 of 1975 and Law No. 18 of 2010 concerning education
Number of years of compulsory education	9 years
The beginning of the mandatory age	6 years

2. 2 Educational ladder according to ISCED

ISCED	0	1	2	3
Stage	Early education	Primary education	Intermediate (lower secondary)	Secondary education
Number of years	2	6	3	3
		Compulsory	Compulsory	

2. 3. Education statistics for 23/24

ISCED	Stage	Number of students
02	Early education	83,296
1	Primary education	1,428,870
2	Intermediate - lower secondary education	611,272
3	Secondary education	361,379

2. 4. Education indicators (Status of Quality in Education):

Indicator	Source of standard value	The standard value	Country Score
Compulsory years of education as prescribed by law	Incheon Declaration	12	9
Participation rate in structured learning (one year before the official primary school enrollment age)	Global value for the year 2023	75	17%
Gross enrollment rate of students in primary education	The Arab and global average	92 - 102	96.50%
Net enrollment rate in primary education	The Arab and global average	< 90 - 77	N.A
Gender parity index in primary education	Scientific value	0.97 and 1.03	N.A
Percent of government spending	Incheon Declaration	15% - 20%	19
Student rate per teacher	The Arab and Global average	23<	11
Percentage of teachers with training or educational qualifications	The global average	75 - 84	40%
Average number of students per school	Average of Arab countries	370	363
Percentage of schools with electricity services	Universal values	< 73	N.A
Proportion of schools with access to basic drinking water services	Universal values	< 78	N.A
Proportion of schools with Internet access for education purposes	Universal values	< 48	7.30%
Proportion of schools with computer services for educational purposes	Universal values	< 40	40.40%
The number of annual hours devoted to learning	The global average	960	720
Legal teaching hours per year for primary school teachers	Average of Arab countries	808	496
Legal teaching hours per year for middle school teachers	The average basic stage in the Arab countries	742	496
Hours allocated for teaching Arabic language at the primary level	Average of Arab countries	198	116
Hours allocated for teaching Arabic at the preparatory stage	Average of Arab countries	151	93
Hours for teaching foreign languages at the primary level	Average of Arab countries	127	81
Hours allocated for teaching foreign languages at the preparatory stage	Average of Arab countries	132	93
Hours dedicated to teaching mathematics and science at the primary level	International average	227	186
Hours dedicated to teaching mathematics and science at the preparatory stage	International average	274	232
Hours allocated for citizenship education at the primary level	Average of Arab countries	40	15
The hours allocated for citizenship education in the preparatory stage	Average of Arab countries	40	31
Hours allocated for activities at the primary level	Average of Arab countries	92	108

Hours allocated for activities in the preparatory stage	Average of Arab countries	95	93
Class intensity at the primary level	Average rate in developed countries	25	N.A
Class intensity at the preparatory stage	Average rate in developed countries	30	N.A
The expected number of years of study in the Arab countries	The global average of countries with high human development	14.5	N.A
Primary completion rate	Global reference values in 2030	93%	N.A
Completion rate of lower secondary education	Global reference values in 2030	86%	N.A
The level of reading proficiency in primary education is % of all students	Average standard value for Arab countries 2025	64.00%	N.A
The level of reading proficiency in preparatory education is % of the total students	Average standard value for Arab countries 2025	66.00%	N.A
Poverty of learning	The UNESCO Global Standard for 2030	52.00%	N.A
Mathematics proficiency level in primary education	Global reference values in 2030	71.00%	N.A
Proficiency level in mathematics in preparatory education	Global reference values in 2030	61.00%	N.A
Average scores in reading in the Pisa assessment	Average scores of OECD countries	476	N.A
Average scores in mathematics in the Pisa assessment	Average scores of OECD countries	472	N.A
Average grades in science in the Pisa assessment	Average scores of OECD countries	485	N.A
Average scores in reading for the fourth grade in the Perls Assessment	The central score	500	N.A
The average score in mathematics for the fourth grade in the Thames assessment	Overall average of results	503	N.A
Average scores in mathematics for the eighth grade in the Thames Assessment	Overall average of results	478	N.A
The science grade average for the fourth grade in the Thames calendar	Overall average of results	494	N.A
Average grades in science for the eighth grade in the Excellence Assessment	Overall average of results	478	N.A
Percentage of young people aged 15 to 24 who are out of work, education or training	The average global percentage in 2025	25.00%	N.A

3 University education.

Number of students in university education 22/23	406,471
% Of female students in university education	57%
Gross enrollment rate in university education	47%
Number of public and private universities	88
Number of universities per million inhabitants	11.9
Scientific research centers in universities	116
The number of researchers per million people is 2022	Not available
Number of research per million people	103

Arab Republic of Egypt



1. Population and human development:

Population (2023)	114,535,772
Proportion of population under 15 years of age	33%
Per capita national income at purchasing power parity in current US dollar prices in 2024	\$18,230
Average age at birth	72
Literacy rate among population aged 15 years and over	71.20%
Literacy rate of population aged 15 years	91.50%

2. Public education

The data in these tables are based on information received from the state and official sources on the Ministry of Education website.

2 compulsory Education Act

Free and compulsory education law/legislation	The Constitution of the Arab Republic of Egypt and the Education Law No. (139) of 1981.
Number of years of compulsory education	9 years
The beginning of the compulsory age	6 years

2. 2 Educational ladder according to ISCED

ISCED	0	1	2	3
Stage	Early education	Primary education	Intermediate (lower secondary)	Secondary education
Number of years	2	6	3	3
		Compulsory	Compulsory	

2. 3. Education statistics for 23/24

ISCED	Stage	Number of students
02	Early education	1,425,420
1	Primary education	15,104,042
2	Intermediate - lower secondary education	6,519,041
3	Secondary education	4,776,911

2. 4. Education indicators (Status of Quality in Education):

Indicator	Source of standard value	The standard value	Country Score
Compulsory years of education as prescribed by law	Incheon Declaration	12	9
Participation rate in structured learning (one year before the official primary school enrollment age)	Global value for the year 2023	75	20%
Gross enrollment rate of students in primary education	The Arab and global average	92 - 102	102.70%
Net enrollment rate in primary education	The Arab and global average	< 90 - 77	101%
Gender parity index in primary education	Scientific value	0.97 and 1.03	1
Percent of government spending	Incheon Declaration	15% - 20%	8%
Student rate per teacher	The Arab and Global average	23<	26
Percentage of teachers with training or educational qualifications	The global average	75 - 84	84.00%
Average number of students per school	Average of Arab countries	370	520
Percentage of schools with electricity services	Universal values	< 73	100
Proportion of schools with access to basic drinking water services	Universal values	< 78	N.A
Proportion of schools with Internet access for education purposes	Universal values	< 48	30.40%
Proportion of schools with computer services for educational purposes	Universal values	< 40	83.80%
The number of annual hours devoted to learning	The global average	960	1218
Legal teaching hours per year for primary school teachers	Average of Arab countries	808	984
Legal teaching hours per year for middle school teachers	The average basic stage in the Arab countries	742	656
Hours allocated for teaching Arabic language at the primary level	Average of Arab countries	198	277
Hours allocated for teaching Arabic at the preparatory stage	Average of Arab countries	151	246
Hours for teaching foreign languages at the primary level	Average of Arab countries	127	123
Hours allocated for teaching foreign languages at the preparatory stage	Average of Arab countries	132	154
Hours dedicated to teaching mathematics and science at the primary level	International average	227	277
Hours dedicated to teaching mathematics and science at the preparatory stage	International average	274	308
Hours allocated for citizenship education at the primary level	Average of Arab countries	40	82
The hours allocated for citizenship education in the preparatory stage	Average of Arab countries	40	0
Hours allocated for activities at the primary level	Average of Arab countries	92	82
Hours allocated for activities in the preparatory stage	Average of Arab countries	95	82

Class intensity at the primary level	Average rate in developed countries	25	50
Class intensity at the preparatory stage	Average rate in developed countries	30	48
The expected number of years of study in the Arab countries	The global average of countries with high human development	14.5	12.9
Primary completion rate	Global reference values in 2030	93%	91%
Completion rate of lower secondary education	Global reference values in 2030	86%	80%
The level of reading proficiency in primary education is % of all students	Average standard value for Arab countries 2025	64.00%	44.60%
The level of reading proficiency in preparatory education is % of the total students	Average standard value for Arab countries 2025	66.00%	N.A
Poverty of learning	The UNESCO Global Standard for 2030	52.00%	69.60%
Mathematics proficiency level in primary education	Global reference values in 2030	71.00%	N.A
Proficiency level in mathematics in preparatory education	Global reference values in 2030	61.00%	26.80%
Average scores in reading in the Pisa assessment	Average scores of OECD countries	476	N.A
Average scores in mathematics in the Pisa assessment	Average scores of OECD countries	472	N.A
Average grades in science in the Pisa assessment	Average scores of OECD countries	485	N.A
Average scores in reading for the fourth grade in the Perls Assessment	The central score	500	378
The average score in mathematics for the fourth grade in the Thames assessment	Overall average of results	503	N.A
Average scores in mathematics for the eighth grade in the Thames Assessment	Overall average of results	478	413
The science grade average for the fourth grade in the Thames calendar	Overall average of results	494	N.A
Average grades in science for the eighth grade in the Excellence Assessment	Overall average of results	478	386
Percentage of young people aged 15 to 24 who are out of work, education or training	The average global percentage in 2025	25.00%	24.60%

3 University education.

Number of students in university education 22/23	3,411,441
% Of female students in university education	49%
Gross enrollment rate in university education	39%
Number of public and private universities	116
Number of universities per million inhabitants	1
Scientific research centers in universities	137
The number of researchers per million people is 2022	677
Number of research per million people	309

Kingdom of Morocco



1. Population and human development:

Population (2023)	37,712,505
Proportion of population under 15 years of age	27
Per capita national income at purchasing power parity in current US dollar prices in 2024	\$10,150
Average age at birth	75
Literacy rate among population aged 15 years and over	73.80%
Literacy rate of population aged 15 years	98.40%

2. Public education: The data in these tables are based on information received from the State and official sources on the Ministry of Education website.

2 compulsory Education Act

Free and compulsory education law/legislation	Al-Dahir Al-Sharif No. 1.63.071 + Framework Law No. 51.17 on the system of education, training and scientific research
Number of years of compulsory education	9 years
The beginning of the compulsory age	6 years

2. 2 Educational ladder according to ISCED

ISCED	0	1	2	3
Stage	Early education	Primary education	Middle (lower secondary)	Secondary education
Number of years	2	6	3	3
		Compulsory	Compulsory	

2. 3. Education statistics for 23/24

ISCED	Stage	Number of students
2	Early education	931,393
1	Primary education	4,683,013
2	Intermediate - lower secondary education	2,153,931
3	Secondary education	1,243,349

2. 4. Education indicators (Status of Quality in Education):

Indicator	Source of standard value	The standard value	Country Score
Compulsory years of education as prescribed by law	Incheon Declaration	12	9
Participation rate in structured learning (one year before the official primary school enrollment age)	Global value for the year 2023	75	95%
Gross enrollment rate of students in primary education	The Arab and global average	92 - 102	123.10%
Net enrollment rate in primary education	The Arab and global average	< 90 - 77	112%
Gender parity index in primary education	Scientific value	0.97 and 1.03	0.95
Percent of government spending	Incheon Declaration	15% - 20%	18%
Student rate per teacher	The Arab and Global average	23<	23
Percentage of teachers with training or educational qualifications	The global average	75 - 84	100%
Average number of students per school	Average of Arab countries	370	410
Percentage of schools with electricity services	Universal values	< 73	97.60%
Proportion of schools with access to basic drinking water services	Universal values	< 78	81.60%
Proportion of schools with Internet access for education purposes	Universal values	< 48	71.00%
Proportion of schools with computer services for educational purposes	Universal values	< 40	69.70%
The number of annual hours devoted to learning	The global average	960	816
Legal teaching hours per year for primary school teachers	Average of Arab countries	808	1230
Legal teaching hours per year for middle school teachers	The average basic stage in the Arab countries	742	984
Hours allocated for teaching Arabic language at the primary level	Average of Arab countries	198	307
Hours allocated for teaching Arabic at the preparatory stage	Average of Arab countries	151	164
Hours for teaching foreign languages at the primary level	Average of Arab countries	127	225
Hours allocated for teaching foreign languages at the preparatory stage	Average of Arab countries	132	164
Hours dedicated to teaching mathematics and science at the primary level	International average	227	287
Hours dedicated to teaching mathematics and science at the preparatory stage	International average	274	369
Hours allocated for citizenship education at the primary level	Average of Arab countries	40	0
Hours allocated for citizenship education in the preparatory stage	Average of Arab countries	40	0
Hours allocated for activities at the primary level	Average of Arab countries	92	123

Hours allocated for activities in the preparatory stage	Average of Arab countries	95	123
Class intensity at the primary level	Average rate in developed countries	25	26
Class intensity at the preparatory stage	Average rate in developed countries	30	37
The expected number of years of study in the Arab countries	The global average of countries with high human development	14.5	14.6
Primary completion rate	Global reference values in 2030	93%	91%
Completion rate of lower secondary education	Global reference values in 2030	86%	63%
The level of reading proficiency in primary education is % of all students	Average standard value for Arab countries 2025	64.00%	40.60%
The level of reading proficiency in preparatory education is % of the total students	Average standard value for Arab countries 2025	66.00%	18.90%
Poverty of learning	The UNESCO Global Standard for 2030	52.00%	64.90%
Mathematics proficiency level in primary education	Global reference values in 2030	71.00%	22%
Proficiency level in mathematics in preparatory education	Global reference values in 2030	61.00%	18.40%
Average scores in reading in the Pisa assessment	Average scores of OECD countries	476	339
Average scores in mathematics in the Pisa assessment	Average scores of OECD countries	472	365
Average grades in science in the Pisa assessment	Average scores of OECD countries	485	365
Average scores in reading for the fourth grade in the Perls Assessment	The central score	500	372
The average score in mathematics for the fourth grade in the Thames assessment	Overall average of results	503	393
Average scores in mathematics for the eighth grade in the Thames Assessment	Overall average of results	478	378
The science grade average for the fourth grade in the Thames calendar	Overall average of results	494	390
Average grades in science for the eighth grade in the Excellence Assessment	Overall average of results	478	327
Percentage of young people aged 15 to 24 who are out of work, education or training	The average global percentage in 2025	25.00%	N.A

3 University education.

Number of students in university education 22/23	1,145,153
% Of female students in university education	55%
Gross enrollment rate in university education	48%
Number of public and private universities	24
Number of universities per million inhabitants	0.6
Scientific research centers in universities	866
The number of researchers per million people is 2022	1073
Number of research per million people	274

Islamic Republic of Mauritania



1. Population and human development:

Population (2023)	5,022,441
Proportion of population under 15 years of age	42%
Per capita national income at purchasing power parity in current US dollar prices in 2024	\$7,200
Average age at birth	68
Literacy rate among population aged 15 years and over	67.00%
Literacy rate of population aged 15 years	76.50%

2. Public education. The data in these tables are based on information received from the state and official sources on the Ministry of Education website.

2 compulsory Education Act

Free and compulsory education law/legislation	Directive Law No. 54 of 2001
Number of years of compulsory education	9 years
The beginning of the compulsory age	6 years

2. 2 Educational ladder according to ISCED

ISCED	0	1	2	3
Stage	Early education	Primary education	Intermediate (lower secondary)	Secondary education
Number of years	3	6	4	3
		Compulsory	Compulsory	

2. 3. Education statistics for 23/24

ISCED	Stage	Number of students
02	Early education	401,983
1	Primary education - basic	861,768
2	Intermediate - lower secondary education	336515
3	Secondary education	

2. 4. Education indicators (Status of Quality in Education):

Indicator	Source of standard value	The standard value	Country Score
Compulsory years of education as prescribed by law	Incheon Declaration	12	9
Participation rate in structured learning (one year before the official primary school enrollment age)	Global value for the year 2023	75	22%
Gross enrollment rate of students in primary education	The Arab and global average	92 - 102	126%
Net enrollment rate in primary education	The Arab and global average	< 90 - 77	78%
Gender parity index in primary education	Scientific value	0.97 and 1.03	1.05
Percent of government spending	Incheon Declaration	15% - 20%	21%
Student rate per teacher	The Arab and Global average	23<	51
Percentage of teachers with training or educational qualifications	The global average	75 - 84	94%
Average number of students per school	Average of Arab countries	370	210
Percentage of schools with electricity services	Universal values	< 73	44%
Proportion of schools with access to basic drinking water services	Universal values	< 78	50.70%
Proportion of schools with Internet access for education purposes	Universal values	< 48	N.A
Proportion of schools with computer services for educational purposes	Universal values	< 40	14%
The number of annual hours devoted to learning	The global average	960	460
Legal teaching hours per year for primary school teachers	Average of Arab countries	808	1020
Legal teaching hours per year for middle school teachers	The average basic stage in the Arab countries	742	748
Hours allocated for teaching Arabic language at the primary level	Average of Arab countries	198	162
Hours allocated for teaching Arabic at the preparatory stage	Average of Arab countries	151	113
Hours for teaching foreign languages at the primary level	Average of Arab countries	127	136
Hours allocated for teaching foreign languages at the preparatory stage	Average of Arab countries	132	91
Hours dedicated to teaching mathematics and science at the primary level	International average	227	142
Hours dedicated to teaching mathematics and science at the preparatory stage	International average	274	227
Hours allocated for citizenship education at the primary level	Average of Arab countries	40	34
The hours allocated for citizenship education in the preparatory stage	Average of Arab countries	40	34
Hours allocated for activities at the primary level	Average of Arab countries	92	0

Hours allocated for activities in the preparatory stage	Average of Arab countries	95	0
Class intensity at the primary level	Average rate in developed countries	25	N.A
Class intensity at the preparatory stage	Average rate in developed countries	30	N.A
The expected number of years of study in the Arab countries	The global average of countries with high human development	14.5	8.1
Primary completion rate	Global reference values in 2030	93%	58%
Completion rate of lower secondary education	Global reference values in 2030	86%	37%
The level of reading proficiency in primary education is % of all students	Average standard value for Arab countries 2025	64.00%	N.A
The level of reading proficiency in preparatory education is % of the total students	Average standard value for Arab countries 2025	66.00%	N.A
Poverty of learning	The UNESCO Global Standard for 2030	52.00%	94.80%
Mathematics proficiency level in primary education	Global reference values in 2030	71.00%	N.A
Proficiency level in mathematics in preparatory education	Global reference values in 2030	61.00%	N.A
Average scores in reading in the Pisa assessment	Average scores of OECD countries	476	N.A
Average scores in mathematics in the Pisa assessment	Average scores of OECD countries	472	N.A
Average grades in science in the Pisa assessment	Average scores of OECD countries	485	N.A
Average scores in reading for the fourth grade in the Perls Assessment	The central score	500	N.A
The average score in mathematics for the fourth grade in the Thames assessment	Overall average of results	503	N.A
Average scores in mathematics for the eighth grade in the Thames Assessment	Overall average of results	478	N.A
The science grade average for the fourth grade in the Thames calendar	Overall average of results	494	N.A
Average grades in science for the eighth grade in the Excellence Assessment	Overall average of results	478	N.A
Percentage of young people aged 15 to 24 who are out of work, education or training	The average global percentage in 2025	25.00%	44.10%

3. University education.

Number of students in university education 22/23	30,153
% Of female students in university education	39%
Gross enrollment rate in university education	6%
Number of public and private universities	17
Number of universities per million inhabitants	3.3
Scientific research centers in universities	4
The number of researchers per million people is 2022	Not available
Number of research per million people	20

Republic of Yemen



1. Population and human development:

Population (2023)	39,390,799
Proportion of population under 15 years of age	39%
Per capita national income at purchasing power parity in current US dollar prices in 2024	\$3,020
Average age at birth	69
Literacy rate among population aged 15 years and over	41%
Literacy rate of population aged 15 years	77%

2. Public education: The data in these tables are based on information received from the State and official sources on the Ministry of Education website.

2 compulsory Education Act

Free and compulsory education law/legislation	Constitution of the Republic of Yemen 2014. (45) of 1992 on the General Law of Education
Number of years of compulsory education	9 years
The beginning of the compulsory age	6 years

2. 2 Educational ladder according to ISCED

ISCED	0	1	2	3
Stage	Early education	Primary education	Middle (lower secondary)	Secondary education
Number of years	2	6	3	3
		Compulsory	Compulsory	

2. 3. Education statistics for 23/24

ISCED	Stage	Number of students
02	Early education	Not available
1	Primary education -	
2	Intermediate - lower secondary education	2,276,129
3	Secondary education	352,835

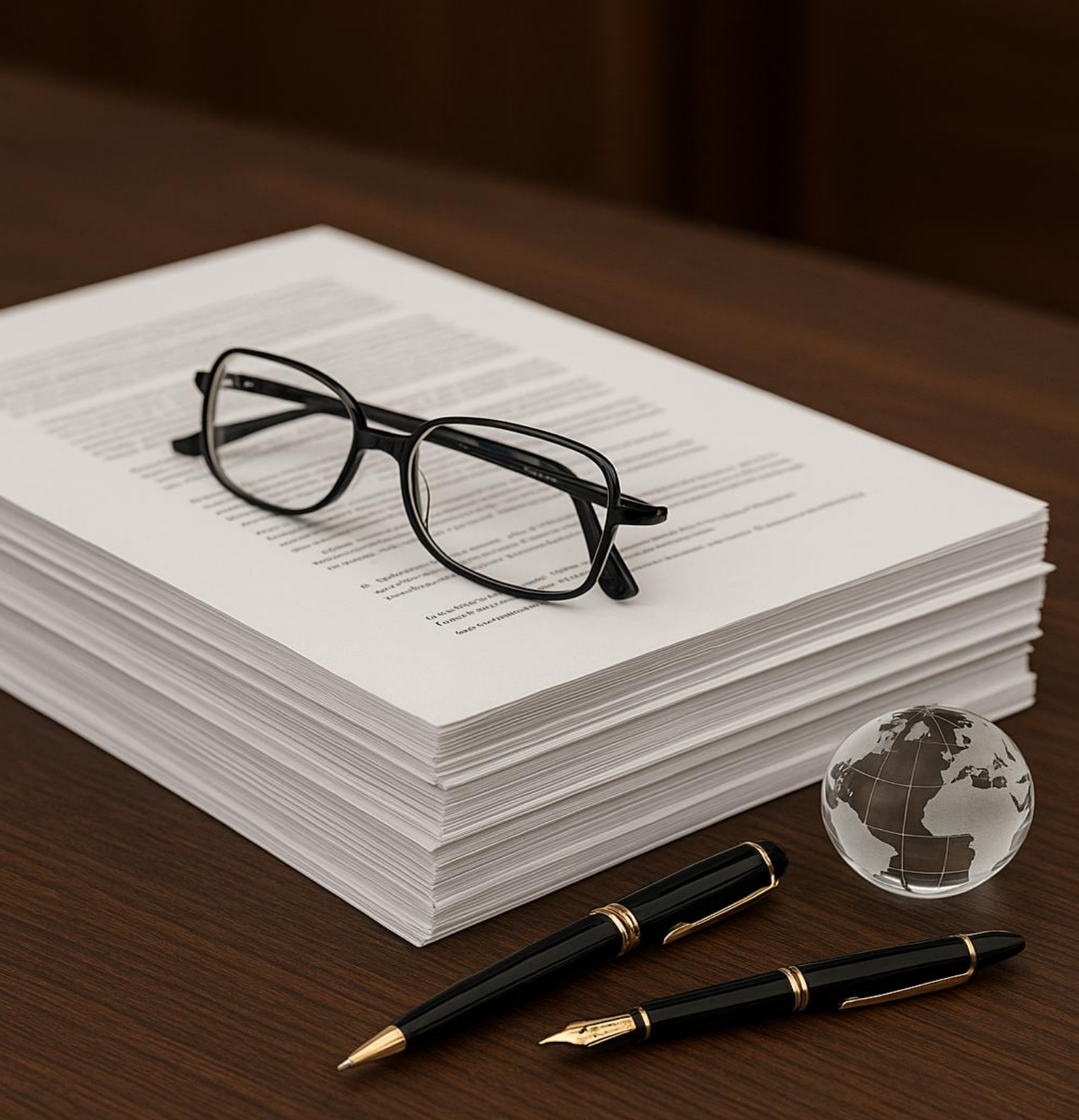
2. 4. Education indicators (Status of Quality in Education):

Indicator	Source of standard value	The standard value	Country Score
Compulsory years of education as prescribed by law	Incheon Declaration	12	9
Participation rate in structured learning (one year before the official primary school enrollment age)	Global value for the year 2023	75	25%
Gross enrollment rate of students in primary education	The Arab and global average	92 - 102	83.90%
Net enrollment rate in primary education	The Arab and global average	< 90 - 77	84.00%
Gender parity index in primary education	Scientific value	0.97 and 1.03	0.95
Percent of government spending	Incheon Declaration	15% - 20%	8%
Student rate per teacher	The Arab and Global average	23<	26
Percentage of teachers with training or educational qualifications	The global average	75 - 84	59%
Average number of students per school	Average of Arab countries	370	407
Percentage of schools with electricity services	Universal values	< 73	60.90%
Proportion of schools with access to basic drinking water services	Universal values	< 78	64.00%
Proportion of schools with Internet access for education purposes	Universal values	< 48	N.A
Proportion of schools with computer services for educational purposes	Universal values	< 40	30.50%
The number of annual hours devoted to learning	The global average	960	826
Legal teaching hours per year for primary school teachers	Average of Arab countries	808	936
Legal teaching hours per year for middle school teachers	The average basic stage in the Arab countries	742	864
Hours allocated for teaching Arabic language at the primary level	Average of Arab countries	198	168
Hours allocated for teaching Arabic at the preparatory stage	Average of Arab countries	151	189
Hours for teaching foreign languages at the primary level	Average of Arab countries	127	52
Hours allocated for teaching foreign languages at the preparatory stage	Average of Arab countries	132	0
Hours dedicated to teaching mathematics and science at the primary level	International average	227	178
Hours dedicated to teaching mathematics and science at the preparatory stage	International average	274	189
Hours allocated for citizenship education at the primary level	Average of Arab countries	40	36
The hours allocated for citizenship education in the preparatory stage	Average of Arab countries	40	36
Hours allocated for activities at the primary level	Average of Arab countries	92	72
Hours allocated for activities in the preparatory stage	Average of Arab countries	95	72
Class intensity at the primary level	Average rate in developed countries	25	90

Class intensity at the preparatory stage	Average rate in developed countries	30	70
The expected number of years of study in the Arab countries	The global average of countries with high human development	14.5	9.1
Primary completion rate	Global reference values in 2030	93%	62%
Completion rate of lower secondary education	Global reference values in 2030	86%	46%
The level of reading proficiency in primary education is % of all students	Average standard value for Arab countries 2025	64.00%	N.A
The level of reading proficiency in preparatory education is % of the total students	Average standard value for Arab countries 2025	66.00%	N.A
Poverty of learning	The UNESCO Global Standard for 2030	52.00%	94.70%
Mathematics proficiency level in primary education	Global reference values in 2030	71.00%	N.A
Proficiency level in mathematics in preparatory education	Global reference values in 2030	61.00%	N.A
Average scores in reading in the Pisa assessment	Average scores of OECD countries	476	N.A
Average scores in mathematics in the Pisa assessment	Average scores of OECD countries	472	N.A
Average grades in science in the Pisa assessment	Average scores of OECD countries	485	N.A
Average scores in reading for the fourth grade in the Perls Assessment	The central score	500	N.A
The average score in mathematics for the fourth grade in the Thames assessment	Overall average of results	503	N.A
Average scores in mathematics for the eighth grade in the Thames Assessment	Overall average of results	478	N.A
The science grade average for the fourth grade in the Thames calendar	Overall average of results	494	N.A
Average grades in science for the eighth grade in the Excellence Assessment	Overall average of results	478	N.A
Percentage of young people aged 15 to 24 who are out of work, education or training	The average global percentage in 2025	25.00%	N.A

3 University education.

Number of students in university education 22/23	61,434
% Of female students in university education	38%
Gross enrollment rate in university education	Not available
Number of public and private universities	38
Number of universities per million inhabitants	1
Scientific research centers in universities	Not available
The number of researchers per million people is 2022	Not available
Number of research per million people	37



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Annexs



Annexs

Annex 3-1

UNESCO Regional Centre for Quality and Excellence

Public education data collection form

The information and data completed in this form and any documents attached to it will only be used

For the purposes of the periodic report on the quality of education in the Arab States

State:	
Name of the ministry responsible for education	
Official website	
The function of the person who meets the data	
E-mail address	
Accreditation of updated data	
Date of data collection	

This form consists of two parts

- Part I: Education system and educational policies to conduct teaching and learning processes
Number of questions 16
- Part II: Statistics, data and educational indicators for public education
Number of questions 8

Each question is subdivided into a set of questions that are concerned with basic sub-data about education in the country.

All questions on the form must be completed.

The research team also hopes to receive any reports or research studies on the educational outcomes at different levels, including the assessment of students' outcomes, cognitive competencies and skills acquired at the end of each special educational cycle in the fields of reading, writing, mathematics, science and technology.

First: The education system and educational policies to conduct teaching and learning processes

1 - is there a law on compulsory education in your country? Yes
No.

If you answer (yes), please answer the following:

A. Please indicate the number of the law for this obligation and the date of its issuance:

B. What is the specific/prescribed age for compulsory education as stipulated by the above-mentioned law (provide the appropriate answer)?

- From age:-----
- To the age:-----

1-2: Educational ladder: Indicate the number of school years according to the official educational ladder in your country.

Stage	Number of school years	The official age of the students at this stage	
A. Early education (kindergarten)		From:	To:
B. Basic primary education (lower grades)		From:	To:
C. Basic primary education (upper grades)		From:	To:
D. Intermediate (lower secondary)		From:	To:
E. Secondary education		From:	To:

1-3: Free education: Indicate the stages in which education is free according to the regulations or legislation on education in the State and more than one can be selected (tick)

- ☐ Kindergarten (before the age of compulsory education).
- ☐ Primary stage.
- ☐ Middle (lower secondary).
- ☐ Secondary level.

1 - 4 School time: In the following table, indicate the data on the time of study in the school year and in the school day at each of the following stages (after deducting weekly and official holidays)

	The required data	Primary education		Intermediate level of education	Secondary education
		Lower classes	Upper classes		
School year	A. The start date of the school year				
	B. End date of school year				
	C. The number of actual school days per year				
School day	D. Number of hours of one school day				
	E. Number of classes per school day				
	F. One-time in minutes				

1-5: Study plans: Indicate in the following table the number of weekly classes for each of the following subjects attended by the student (pupil) at the primary and intermediate level:

Educational material	Primary education		Intermediate level of education
	Lower classes	Upper classes	
Religious and moral Education			
Arabic language			
The English Language			
Mathematics			
Science			
Technology and Information Technology			
Social materials			
Sports education			
Art and music			
Citizen education			
Other:			

1-6: Study plans: Indicate in the following table the number of weekly classes for each of the following scientific subjects attended by the student (pupil) at the secondary level (by branch or section).

Educational material	Secondary education - literary specialization	Secondary education - scientific specialization	Secondary education - commercial specialization	Secondary education technical and vocational specialization	Other specializations
Religious and moral Education					
Arabic language					
Literary Studies and Psychology					
Social materials					
The English Language					
Mathematics					
Physics, Chemistry and Biology					
Technology and Information Technology					
Specialized industrial and technical materials (mechanics - electricity - carpentry - maintenance)					
Sports education					
Art and music					
Optional materials (remember)					

1-7: Extra-curricular activities:

It means the time allocated to students outside the scope of the regular teaching classes and during school hours or after school, and the extra-curricular activities aim to develop students' cognitive and emotional skills, and includes research and information activities in the learning resource centers, scientific laboratories and other sites such as field visits, participation in clubs, self-learning or volunteer activities and others.

The number of hours allocated for extra-curricular activities (as a percentage of total weekly sessions) is as follows.

Stage and Ring	Row	Extra-curricular activities		Type of extra-curricular activities
		Weekly hours	% Of total shares	
Primary education	The first primary			
	Second primary			
	Third primary			
	The primary fourth			
	The primary fifth			
	The sixth primary			
Intermediate education	First			
	Second			
	Third			
Secondary education	First			
	Second			
	Third			

1.8 Services and support: In the following table, indicate the free services provided to students or certain groups (please indicate the category in this case).

	Lower grades of primary education	Upper grades of primary education	Intermediate level of education	General secondary education
Textbooks				
Transportation from home to school and vice versa				
Uniforms				
Computer (Tablet computer)				

School stationery (bags + notebooks, pens, etc.)				
Food meal				
Other (remember)				

1-9: The system of exams and evaluation for students at the end of each educational cycle:
Usually the evaluation programs and exams at the end of each educational cycle in several areas, the most important of which are:

- Transition to the next educational stage.
- Decision on graduation and granting of official certificate.
- Monitoring and ensuring the quality of educational outputs.
- Participation in international examinations.
- Other functions (such as orthodontic studies - diagnosis and treatment)

In the following table, indicate which of the above jobs are employed with the following exams if applied in your country's education system?

Stage	School examination (the school administration is responsible for setting exam questions and applying all procedures from the exam and correction)	Central examination (the Ministry is responsible for setting exam questions and supervising the application of exams and correction)	External Exam (an independent external body responsible for setting exam questions, application and correction in coordination with the Ministry)
End of lower grades of primary education.			
End of upper grades of primary education.			
End of intermediate (lower secondary) education.			
End of secondary education.			

1-10: Appointment of teachers: The following are the most basic conditions for the appointment of teachers in public schools.

	Primary education	Intermediate education	Secondary education
Academic certificate			
Scientific specialization			
Educational certificate			
Certificate of teacher's license			
Written test			
Interview			
Other requirements: Remember			

1-11: Teacher career ladder: Indicate the number of grades or levels that the teacher is promoted in the educational career ladder with job titles and the maximum number of years for promotion to the second rank:

Functional levels from lowest to highest	Job title of the rank	Annual salary		The number of years to rise to second place	Upgrade requirements (stash tag)			
		The minimum	The upper limit		Experience from years at the previous level	Professional development (training)	Tests	Other (briefly mentioned)
First:								
Second:								
Third:								
Fourth:								
Fifth:								

The table can be Annexed in more orders (if any).

1-12: Teacher quota of classes (average actual teaching hours per week). In the following table, indicate the number of classes that the teacher is to employ in education (quorum).

Phase	Number of quotas	Observations if any
Primary education (lower grades)		
Primary education (upper grades)		
Intermediate (lower secondary)		
Secondary education		

In case the quorum varies according to the subjects taught by the teacher, mention this in the notes box

1-13: Professional development of the teacher: Mention the most important professional development programs available to the teacher as follows:

Put a check mark if available	Notes, if any	
Postgraduate study programs		
Intermediate training programs (two to six months)		
Short training programs (one to 4 weeks)		
Exchange of experience programs with professional colleagues		
Implement educational and scientific concerns for the colleagues of the profession		
Attending conferences and seminars (actual on line)		
Studies and research		
Other: Remember		

1-14: Education Quality Control System: Describe below the methods and tools used by the educational system to control and supervise the quality of education (tick)

The controlled body	School	Principal	Teachers	Staff	Observations
Type of control or supervision	of the school				
Periodic system of supervision and follow-up					
Central Evaluation System (Ministry)					
An independent external evaluation					
Other (remember)					

15 if there is a body (s) responsible for quality assessment in schools, please answer:

Question	Answer			
Name of the responsible entity				
The sector they follow	An independent government body	Under the Ministry of Education	Private sector	Other
Institutions subject to quality assessment	Public schools	Private schools	Universities and colleges	
The frequency of evaluation of a single organization	Annually	Every two years	Every three years	Other
Documents published on the relevant entity's website	Vision and mission objectives	Evaluation criteria	Annual evaluation plan for educational institutions	Indicative evidence
	Evaluation results	Follow-up and development plan		
Assessment of students	Conduct an assessment of students in relevant subjects (remember: ----- -----)			

1-16: Family and community participation:

Below are the most important methods and mechanisms that express the relationship between school and family, with each method briefly explained.

Methods	The mechanisms
The parents Council	
The open day	
Open communication between teacher and family via mobile (mobile) applications	
Volunteer to participate and organize in activities and programs	
Other (remember)	

Second: Statistics, data and educational indicators:

2. Statistical data on education:

The following table shows the total number of students, teachers and schools for the current academic year 2023/2024 (public and private sector):

Phase	Sex	The government sector			Private sector		
		Number of students	Number of teachers	Number of schools	Number of students	Number of teachers	Number of schools
Primary education (lower grades)	Male						
	Female						
Primary education (upper grades)	Male						
	Female						
Intermediate (lower secondary)	Male						
	Female						
Secondary education	Male						
	Female						

2-2: Statistical data on education:

If the school system in your country has been in operation for more than one period of school time,

In the following table, the total number of students by school attendance period for 2023/2024.

Phase	Sex	The first period		Second period		Third period	
		From the hour	To the hour	From the hour	To the hour	From the hour	To the hour
Primary education (lower grades)	Male						
	Female						
Primary education (upper grades)	Male						
	Female						
Intermediate (lower secondary)	Male						
	Female						
Secondary education	Male						
	Female						

2-3: Statistical data on education for people with special needs (including deaf, dumb, blind, slow learners, etc.):

The following table shows the total number of students with special needs for the current academic year 2023/2024 (government and private sector):

Phase	Sex	The government sector		Private sector	
		Separate special classes	Integrated classes	Separate special classes	Integrated classes
Primary education (first cycle)	Male				
	Female				
Primary education (second cycle)	Male				
	Female				
Intermediate (lower secondary)	Male				
	Female				
Secondary education	Male				
	Female				

2-4: Teachers:

A: I shall mention below the data of teachers in public and private education according to the level of qualification.

Phase	Specialized scientific qualification	The government sector			Private sector		
		Male	Female	Total	Male	Female	Total
Primary education (lower grades)	Less than the first college degree						
	First university degree or higher						
Primary education (upper grades)	Less than the first college degree						
	First university degree or higher						
Intermediate (lower secondary)	Less than the first college degree						
	First university degree or higher						
Secondary education	Less than the first college degree						
	First university degree or higher						

2.4.b: Male and female teachers. The following are the data of male and female teachers in public and private education, according to the level of training or educational qualification.

Phase	Educational qualification	The government sector			Private sector		
		Male	Female	Total	Male	Female	Total
Primary education (lower grades)	Without training or educational qualification						
	Have a training or educational qualification						
Primary education (upper grades)	Without training or educational qualification						
	Have a training or educational qualification						
Intermediate (lower secondary)	Without training or educational qualification						
	Have a training or educational qualification						
Secondary education	Without training or educational qualification						
	Have a training or educational qualification						

2.4.c: Male and female teachers. The following are the data of male and female teachers in public and private education, according to years of experience in education.

Phase	Years of experience	The government sector			Private sector		
		Male	Female	Total	Male	Female	Total
Primary education (lower grades)	New						
	Less than ten years						
	More than ten years						
Primary education (upper grades)	New						
	Less than ten years						
	More than ten years						
	New						
	Less than ten years						

Intermediate (lower secondary)	More than ten years						
Secondary education	New						
	Less than ten years						
	More than ten years						

2-5: Expenditure on education:

A: In the following table, state education expenditure data are provided:

	2021	2022	2023
Total actual expenditure on education (international US\$)			
The proportion of education expenditure in government expenditure.			
Education expenditure as a percentage of GDP.			

B: Below are the data on government education expenditure by type of expenditure:

	2021	2022	2023
Expenditure of labor force			
Services (electricity, transportation, maintenance, etc.)			
Consumer expenses such as materials, books, stationery, etc.			
Capital expenses such as furniture, equipment, cars, etc.			
Financial grants and support			
Construction projects			

A: Below are the current expenditure data on public education by educational level:

	2021	2022	2023
Primary education expenditure			
Expenses of the intermediate level of education			
Secondary education expenditures			
Expenses for other types of education (remember)			

2-6: Education enrollment indicators:

The following are the main indicators for enrollment in primary and intermediate basic education.

Rate	How to calculate	Male	Female	Total
Pre-primary enrollment rate (one pre-primary year)	Expressed as a percentage of the population in the official age of the concerned group by sex = number of registered/ population in the corresponding age group			
Primary enrollment rate:	New enrollments in the primary first grade of school age/population of the same age (by sex).			
Gross enrollment rate of students in primary education:	The total number of enrollments at the educational level_, at all ages, is equal, expressed as a percentage of the qualified official population <u>of school age corresponding to the same level of education</u> in a given school year.			
Gross Enrolment Rate for Middle School students:				
Net enrollment rate in primary education:	The proportion of public school children <u>of primary school age who are enrolled in primary education is equal to</u> the total number of formal children <u>in the same age group in</u> primary school, expressed as a percentage.			

2-7: Internal efficiency indicators:

The following are the main indicators of success and drop-out in primary and intermediate basic education

Rate	How to calculate	Male	Female	Total
Primary completion rate (gross enrollment ratio in the last grade of primary education):	Equal to the number of <u>new entrants</u> (enrollees minus resignations) in the last grade of primary education, regardless of age, divided by the population of the last grade of enrollment age.			

Rate (percentage) of students reaching the fifth grade of primary school in the total cohort of new primary students)	Equal to the number of students reaching the fifth grade expressed as a percentage of students enrolled in the first grade of primary			
Drop-out/drop-out rate in primary education	Equal to the proportion of pupils who drop out of education from a group enrolled in a particular class in a given school year in the same year.			
Drop-out/drop-out rate in lower secondary primary education (average)				
Drop-out/drop-out rate in secondary education				
Pass rate in final central examinations at the end of lower grades of primary education	Equal to the number of successful final central examinations at the end of a given course divided by the number of applicants (who took the exam)			
Pass rate in final central examinations at the end of upper grades of primary education				
Pass rate in final central examinations at the end of intermediate education				

2-8: Indicators of the teaching and learning environment:

The following are the most important indicators of the teaching and learning environment in schools.

Rate	Male	Female	Total
Teacher's share of students at the primary level			
Teacher's share of students in the middle school			
Teacher's share of students at the secondary level			
Percentage of teachers with educational qualifications in the primary level			
Percentage of teachers with educational qualifications among the total teachers at the intermediate level			
Percentage of teachers with educational qualifications among the total number of teachers at the secondary level			
Class intensity at the primary level			

Class intensity at the intermediate level			
Class intensity at the secondary level			
Proportion of schools using modern technologies from the Internet and electronic means of communication			
Percentage of schools with learning resource libraries			
Proportion of schools with scientific laboratories and laboratories			

The form is over

Thanks for the response

Annex 3-2

UNESCO Regional Centre for Quality and Excellence in Education

University education data form

The information and data completed in this form and any documents attached to it will only be used

For the purposes of the periodic report on the quality of education in the Arab States

State:	
Name of the ministry responsible for education	
Official website	
The function of the person who meets the data	
E-mail address	
Accreditation of updated data	
Date of data collection	

This form consists of 12 questions about university education in the country and is followed by a table, please complete with the basic sub-data required in each question. All questions on the form must be completed.

Any university documents related to the questions contained in the form may also be attached.

The data required in this form include universities and university colleges in the public and private sectors

This does not include institutes or post-secondary training centers (vocational and non-vocational) that are not affiliated with universities.

1. The names of the universities and statistical data for each university are listed below.

	Name of University	Type of sector	Number of colleges (specializations)	Number of academic faculty members		Number of students	
				Male	Female	Male	Female
1.							
2.							
3.							
4.							
5.							

Sector Type: This includes a government sector – private – branches of a foreign or Arab university – a partnership with a foreign university.

2: The following are statistical data on faculty members in universities by academic grade

	Name of University	Prepared	Teacher	Assistant Professor	Professor	Experienced Professor (Professor)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

3: The number and names of scientific research centers in universities are as follows:

	Name of the University research center	Research specialization of the Centre	The budget allocated to the Center is % of the university budget	Date of establishment
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

4: Number of students enrolled in universities by academic programs in the academic year 2023/2024:

Does the university offer distance learning programs? The number of students who have benefited from these programs during the past year 2023	Other	Postgraduate studies			The first university level	Name of University	
		Doctorate	Master's degree	High Diploma			
							1
							2
							3
							4
							5
							6
							7
							8
							9
							10

5: Number of students enrolled in universities (undergraduate level) by discipline in the academic year 2023/2024:

Number of universities offering these disciplines	Female	Male	Areas of specialization	Field of study	
			Marketing - Accounting - Management - Human Resources	Business and management	1
			Teaching - Children's Education - Psychology	Education, education and training	2
			Politics - Social Sciences - Cinema - Journalism - International Relations - Environmental Studies	Social studies and information	3
			Farm Management - Veterinary Medicine - Horticulture -	Agriculture and Veterinary Medicine	4
			General Medicine - Dentistry - Nursing - Pharmacy - Nutrition and Health Watch	Health and medicine	5
			Languages - Literature - Culture - Philosophy - History - religious Studies ...	Humanities and Literature	6
			Environment - Biology - Earth Sciences - Geography - Physics - Mathematics - Chemistry - Astronomy	Applied science	7
			Public Law - Civil Law - International Law	The law	8

			Civil - Electronic - Mechanical - architectural - Chemical - Aviation - Technology - vehicles ...	Engineering	9
			Information Technology - Multimedia - Programming - Computing ...	Computer Science and Information Technology	10
			Photography - Sculpture - Music - Graphic Design - Cinema and TV - decor ...	Fine Arts and applied Arts.	11
				Other (remember)	

6: Number of university graduates according to educational programs for the academic year (2022/2023)

Other	Postgraduate studies			The first university level	Name of University	
	Doctorate	Master's degree	High Diploma			
						1
						2
						3
						4
						5
						6
						7
						8
						9
						10

7: Number of students who withdrew from universities before graduation according to academic programs in the academic year 2023/2024:

Other	Postgraduate studies			The first university level	Name of University	
	Doctorate	Master's degree	High Diploma			
						1
						2
						3
						4
						5
						6
						7
						8
						9
						10

8: Scientific research at universities: Mention data on scientific research during the past two years 2022-2023

(Scientific research means any scientific activity whose purpose is to arrive at facts, discover laws, or apply scientific knowledge to arrive at new knowledge or solve a problem.)

Number of scientific research in 2023			Number of scientific research in 2022			Name of University	
Other	Theory/Description	Application/Experimental	Other	Theory/Description	Application/Experimental		
							1
							2
							3
							4
							5
							6
							7
							8
							9
							10
							11

9: Scientific journals and journals issued by universities or affiliated colleges:

Web site	Arbitration	The international classification number	Languages of publication	Number of publications per year	University/College	Title of the periodical	Number
							1
							2
							3
							4
							5
							6
							7
							8

10 the proportion of government spending and subsidies given to universities in the last three years is as follows

2023	2022	2021	Statement	Type of expenditure
			Total actual expenditure (international US\$)	Public expenditure on university education
			Percentage of government spending	
			Percentage of expenditure to GDP	
			Financial support from the government	Support for universities
			The percentage of financial support from government spending	
			Expenditure on scientific research	Scientific research
			Percentage of total government expenditure	
			Percentage of expenditure to GDP	

11: University education resources: The following percentage (%) of the contribution of each of the following to the resources of the University for the running of its operations and programs from the total resources allocated.

Other	Commercial activities	Grants or assistance	Partnerships	Research programs	Tuition fees	Government funding	University	Number
								1
								2
								3
								4
								5
								6
								7
								8
								9
								10

12: Scientific standing: The most important characteristic of each university in any of the fields listed below

others	International classification	Regional or international awards	Admission of graduates to the labor market	Local classification	Patents of invention	Research programs with international partners	Admission and registration of students from different countries of the world	University

The form is over

Thanks for the cooperation and response

Annex 3-3

Number of teachers in Arab countries in formal education

By sex and by education ⁵³

	Number of teachers by sex			Number of teachers by level of education			
	Male	Female	Total	Primary	My preparation	Secondary	Total
Arab States							
United Emirates	12,546	26,593	39,139	12,496	11,446	15,197	39,139
Bahrain	5,671	12,183	17,854	8,963	4,286	4,605	17,854
Qatar	8,982	18,236	27,218	14,905	6,103	6,210	27,218
Saudi Arabia	222,227	256,167	478,394				478,394
Kuwait	26,903	70,972	97,875	35,594	28,541	20,775	84,910
Oman	20,610	49,924	70,534	39,650	15,868	5,677	61,195
Libya	19,426	199,139	218,565	122,156	62,171	34,238	218,565
Algeria	146,781	449,306	596,087	267,693	198,356	130,038	596,087
Jordan	44,904	94,363	139,267	64,592	47,355	27,320	139,267
Tunisia	59,853	110,476	170,329	83,281	With secondary	87,048	170,329
Egypt	436,546	581,411	1,017,957	485,470	275,228	257,259	1,017,957
Lebanon	16,729	73,867	90,596				90,596
Palestine	27,951	47,834	75,785	38,627	19,634	17,524	75,785
Morocco	165,766	191,306	357,072	189,855	90,720	76,497	357,072
Iraq	175,760	290,869	466,629	292,824		173,805	466,629
Comoros Islands	G.M.	G.M.	G.M.	G.M.	G.M.	G.M.	G.M.
Syria	42,149	217,608	259,757	With preparatory education	185,439	74,318	259,757
Mauritania			23,385	16,522	With secondary	6,863	23,385
Sudan	N.A	N.A	N.A	N.A	N.A	N.A	N.A
Djibouti	4,281	2,012	6,293	2,739	1,849	1,705	6,293
Yemen	58,720	42,314	101,034	83,175		17,859	101,034
Somalia	18,368	2,352	20,720	13,917		6,803	20,720

⁵³ - Data sources: State forms for public education in the research study on the status of quality in education, in addition to reports published on the websites of the ministries concerned with the Arab countries or in the reports of international bodies such as UNESCO, the World Bank, UNICEF and others.

Annex 3 - 4 (a)

Number of schools in Arab countries by stage

Number	State	Primary	Preparation	Secondary	Total
1	United Emirates	3,350	1,677	1,411	6,438
2	Bahrain	205	118	89	412
3	Qatar	325	218	200	743
4	Saudi Arabia	13,648	7,986	9,330	30,964
5	Kuwait	446	391	296	1,133
6	Oman	..	..	..	1,446
8	Libya	..	..	..	6,611
9	Algeria	21,472	6,449	2,974	30,895
10	Jordan	8,594	4,122	1,864	14,580
11	Tunisia	5,261	..	2,016	7,277
12	Egypt	23,578	17,268	9,959	50,805
13	Lebanon	570	1,221	898	2,689
14	Palestine	4,088	1,847	1,271	7,206
15	Morocco	12,367	4,440	2,890	19,697
16	Iraq	17,945	With secondary	8,612	26,557
17	Comoros Islands	N.A			
18	Syria	9,559	With primary	2,252	11,811
19	Mauritania	4,471	With primary	1244	5,715
20	Sudan	20,432	With primary	4,493	24,925
21	Djibouti	224	85	309	357
22	Yemen	5,055	With primary	1,412	6,467
23	Somalia	2,397	With primary	1,107	3,504
	Total	153987	45822	52627	260232

Annex 3 - 4 (b)

Number of schools in Arab countries by sector

Number	State	Government	Private	Total
1	United Emirates	1,097	5,341	6,438
2	Bahrain	238	174	412
3	Qatar	262	481	743
4	Saudi Arabia	27,167	3,797	30,964
5	Kuwait	680	453	1,133
6	Oman	986	460	1,446
8	Libya	4,760	1,851	6,611
9	Algeria	29,046	1,849	30,895
10	Jordan	9,941	4,639	14,580
11	Tunisia	6,047	1,230	7,277
12	Egypt	33,522	17,283	50,805
13	Lebanon	1180	1,509	2,689
14	Palestine	5,256	1,950	7,206
15	Morocco	12,133	7,564	19,697
16	Iraq	23,600	2,957	26,557
17	Comoros Islands			
18	Syria	11,074	737	11,811
19	Mauritania			5,715
20	Sudan			24,925
21	Djibouti	254	113	357
22	Yemen	5,866	601	6,467
23	Somalia			3,504

Annexs to Chapter IV.

Annex 4-1

Salary scales for teachers in the Arab countries in three stages (minimum salary, mid-career salary and end-of-career salary)

State	Salary in local currency			% Of salary at the beginning of a career		
	Minimum salary	Salary in mid-career	Salary upon completion of professional life	Salary in mid-career	Salary upon completion of professional life	The difference in the increase between mid-career and completion of career
United Emirates	8,595	15,500	20,850	180	243	63
Bahrain	488	908	1,331	186	273	87
Qatar	5,200	9,950	15,650	191	301	110
Saudi Arabia	62,400	119,400	278,040	191	446	255
Kuwait	450	675	948	150	211	61
Oman	640	908	2,466	142	385	243
Libya	1,150	1,750	3,411	152	297	145
Algeria	40,000	70,000	120,000	175	300	125
Jordan	540	1,160	1,580	215	293	78
Egypt	6,000	7,200	10,200	120	170	50
Palestine	1,700	2,090	2,460	123	145	22
Morocco	71,563	137,234	159,706	192	223	31
Yemen	36858	69700	103900	189	282	93

Data Source for countries: Arab States Data form in Public Education. The eleventh question, except:

- United Arab Emirates: Jobs of the Emirates, 2024.
- Sultanate of Oman: Sound of Deira, 2024.
- State of Libya: The Libyan Legal Complex, 2023.
- Republic of Algeria: City of Salary, 2025.
- Arab Republic of Egypt: Blackboard, 2025.

Annex 4-2

The student's share of education expenses in a number of Arab countries in local currency

State	Primary stage	Preparatory stage	Secondary level	% Of secondary school from primary school
Bahrain	746	900	1,123.00	1.51
Kuwait	2,962.00	3,078.00	2,743.00	0.93
Oman	1,670.00	1,613.00	2,360.00	1.41
Jordan	712	712	648	0.91
Tunisia	2,070.00	With secondary education	3,388.00	1.64
Palestine	398	With primary education	1,357.00	3.41
Morocco	1,225.00	1,725.00	2,617.00	2.14

Source: Forms of the Arab States in general education (Part II: Statistics and indicators - question I: Statistical data on education + question five: Expenditure on education), with the exception of the Sultanate of Oman. Reference is made to the following: Ministry of Education of the Sultanate of Oman, 2024

Annex 4-3

National Assessment programs in a number of Arab countries.

The State	Grades	Subjects	Purpose	Implementing administrative body
United Emirates	Fourth, sixth, eighth and tenth grades	Arabic, English, Mathematics and Science	Follow the development of students during the general education stage	National Centre for Quality of Education
Bahrain	Ninth and twelfth grades	Arabic, English, Mathematics, and Science	Measuring the skills and knowledge acquired by students in accordance with the Bahrain National Curriculum.	Education and Training Quality Authority
Saudi Arabia	Primary third grade, sixth and ninth grades	Reading, Mathematics and Science	Monitor the level of progress in students' performance and the extent to which students achieve basic learning outcomes in accordance with national standards of education curricula	Education and Training Evaluation Authority
Kuwait	End of each academic stage (fifth, ninth and twelfth grades)	Mathematics, Science, Arabic and English	Measuring the effectiveness of the education system	National Center for Education Development/ Ministry of Education
Oman	At the end of the first episode (fourth grade), seventh grade, and tenth grade	Arabic, English, Mathematics and Science	Provide statistical information and indicators on the quality of teaching and learning processes	General Directorate of Educational Evaluation/ Ministry of Education
Jordan	Fourth, eighth and tenth grades of basic education	Arabic, English, Mathematics and Science	To know the extent to which students acquire basic knowledge and skills and are used for comparison between schools and regions	Examination Department/ Ministry of Education
Palestine	The fifth, sixth, and ninth grade	Arabic, Mathematics, Science and English	Measuring the degree of students' mastery of the knowledge and skills targeted in the national curriculum	Ministry of Education
Morocco	The end of primary school and the end of preparatory school	Arabic, French, Mathematics, Scientific Activity, Physics, Chemistry, Life and Earth Sciences (subjects vary by grade)	Assessment of students' achievements in basic subjects	National Evaluation Commission/ Supreme Council for Education, Training and Scientific Research

Annex 4-4

Percentage of young people aged 15 to 24 who are out of work, education or training in the Arab countries

Youth not in employment, education or training (NEET).

State	Male	Female	Total	The year
United Emirates	6.00%	14.90%	8.90%	2023
Bahrain	Data not available			
Qatar	Data not available			
Saudi Arabia	13.50%	21.50%	17.00%	2023
Kuwait				
Oman	20.80%	32.10%	25.50%	2022
Libya	Data not available			
Algeria	10.90%	31.70%	20.90%	2017
Jordan	26.30%	34.50%	30.20%	2023
Tunisia	24.40%	20.80%	22.60%	2023
Egypt	14.60%	36.20%	24.60%	2023
Lebanon	17.90%	28.90%	23.50%	2019
Palestine	25.60%	27.90%	26.70%	2024
Morocco	Data not available			
Iraq	22.10%	52.70%	36.90%	2021
Comoros Islands	19.60%	22.80%	21.20%	2021
Syria	Data not available			
Mauritania	32.00%	54.80%	44.10%	2019
Sudan	29.60%	62.10%	46.50%	2022
Djibouti	17.60%	28.00%	22.80%	2017
Yemen	Data not available			
Somalia	37.20%	49.70%	43.70%	2019
Average of Arab countries	21.00%	46.40%	33.10%	2025
The world average	13.10%	28.20%	20.40%	2025

Source: World Bank, 2025b – Phalstine: ILO, 2025

Annex 4-5

Arab countries according to the level of achievement of the standard values of indicators of teaching and learning processes

	The number of annual hours devoted to learning	Number of legal teaching hours per year for teachers		Hours dedicated to teaching Arabic		Hours dedicated to teaching foreign languages		Hours dedicated to teaching mathematics and science		Hours for citizenship teaching		Hours for activities		Class intensity		Expected number of years of study	Primary completion rate	Completion rate of lower secondary education
		Primary	My preparation	Primary	My preparation	Primary	My preparation	Primary	My preparation	Primary	My preparation	Primary	My preparation	Primary	My preparation			
The standard value	960	808	742	198	151	127	132	227	274	40	40	92	95	36	35	14.5	93	86
United Arab Emirates	955	756	900	148	135	162	162	283	378	36	36	89	108	..	..	17.2	..	..
Bahrain	855	836	836	171	171	143	143	157	285	38	38	0	76	26	27	16.3	..	..
Qatar	898	476	476	191	128	128	128	242	230	17	0	255	238	24	25	13.3	95	95
Saudi Arabia	810	864	864	162	135	81	108	256	243	0	0	90	36	..	..	15.2	97	90
Kuwait's	810	540	576	216	162	108	162	189	243	0	0	36	0	25	25	15.7	..	..
Amman	875	693	693	187	154	132	110	231	330	0	0	33	33	29	30	13	97	88
Libya's	720	496	496	116	93	81	93	186	232	15	31	108	93	..	..	14	..	94
Algeria	800	1024	704	264	120	120	192	192	192	32	32	0	64	28	36	15.5	94	73
Jordan	1024	858	858	205	176	117	146	234	292	53	39	0	0	31	29	12.6	97	87
Tunisia	905	648	648	234	144	216	72	216	216	0	72	72	144	24	30	14.6	95	74
Egypt	1218	984	656	277	246	123	154	277	308	82	0	82	82	50	48	12.9	91	80
Lebanon	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	12.1	97	84
Palestine	840	900	900	204	168	84	96	216	240	54	0	72	72	31	33	13.2	99	92
Morocco	816	1230	984	307	164	225	164	287	369	0	0	123	123	26	37	14.6	91	63
Iraq	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	12.2	71	46
Comoros Islands	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	13	82	60
Syrian Arab Republic	788	665	665	184	105	79	158	197	210	0	0	70	0	30	30	7.4	73	60
Mauritania	460	1020	748	162	113	136	91	142	227	34	34	0	0		..	8.1	58	37
The Sudan	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	8.5	65	51

Annex 4-6

Arab countries according to the level of achievement of the standard values of the indicators of learning and teaching results

	The level of reading proficiency in primary education is % of all students	The level of reading proficiency in preparatory education is % of the total students	Poverty of learning	Mathematics proficiency level in primary education % of total students	Proficiency level in mathematics in preparatory education is % of total students	Average scores in reading in the Pisa calendar	Average scores in mathematics in the Pisa calendar	Average grades in science in the Pisa calendar	Average scores in reading for the fourth grade in the Perls calendar	Average scores in mathematics for the fourth grade in the Thames	Average scores in mathematics for the eighth grade in the Thames	The science grade average for the fourth grade in the Thames calendar	Average grades in science for the eighth grade in the Excellence	Percentage of young people aged 15 to 24 who are out of work, education or training
The standard value	64.00%	66.00%	>52.0%	71.00%	61.00%	476	472	485	500	503	478	494	478	>25.0%
United Arab Emirates	75	52	32.8	60	55	417	431	432	483	498	489	595	486	8.90%
Bahrain	71.2		32.1	45	30	..	..	..	458	462	426	475	452	..
Qatar	80.4	52.7	35.7	46	40	419	414	432	485	464	451	472	481	..
Saudi Arabia	71.1	37.4	38.2	29	30	489	383	390	449	420	397	428	419	17.00%
Kuwait's	..	..	51.1	22	21	..	..	..	..	383	399	373	420	
Amman	62.2	..	41.8	29	24	..	..	..	429	421	411	433	456	25.50%
Libya's	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Algeria	..	..	67.9	..	..	..	..	..	..	..	..	..	..	20.90%
Jordan	46.6	20.4	62.5	32	17.1	342	361	375	381	427	388	418	413	30.20%
Tunisia	..	..	65.5	..	..	..	..	..	..	..	..	..	..	22.60%
Egypt	44.6	..	..	..	26.8	..	..	..	378	..	413	..	389	24.60%
Lebanon	..	32.2	..	..	26.8	353	393	384	..	..	429	..	377	23.50%
Palestine	..		..	..	16	349	366	369	..	..	382	..	393	26.70%
Morocco	40.6	18.9	64.9	22	18.4	339	365	365	372	393	378	390	327	..
Iraq	..	..	..	..	..	..	..	..	..	..	..	..	..	36.90%
Comoros Islands	..	..	86	..	..	..	..	..	..	..	..	..	..	21.20%
Syria	..	..		..	..	..	..	..	..	..	..	..	..	..
Mauritania	..	..	94.8	..	..	..	..	..	..	..	..	..	..	44.10%
The Sudan	..	..		..	..	..	..	..	..	..	..	..	..	46.50%
Djibouti	..	..		..	..	..	..	..	..	..	..	..	..	22.80%
Yemen	..	..	94.7	..	..	..	..	..	..	..	..	..	..	..
Somalia	..	..		..	..	..	..	..	..	..	..	..	..	43.70%

Interpretation of the boxes	(Mal) Data not available	Check the standard value or higher	We are approaching the standard value of 90% and above	It does not achieve the standard value and does not appear to be close to achieving it
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Annex 5-1 number of public and private university institutions in the Arab countries

	The official body responsible	Number of universities			Source of data
State		Government	Privately	Total	
United Arab Emirates	Ministry of higher Education and Scientific Research	41	31	72	Ministry of higher Education and Scientific Research in the United Arab Emirates. (2023a).
Bahrain	Council of higher Education	3	15	18	State data form in university education
Qatar	Ministry of Education and higher Education	5	14	19	State data form in university education
Saudi Arabia	Ministry of Education	29	38	67	Ministry of Education of the Kingdom of Saudi Arabia, 1446 H.
Kuwait's	Ministry of higher Education	2	6	8	State data form in university education
Oman	Ministry of higher Education and Scientific Research	10	29	39	Ministry of higher Education, Scientific Research and Innovation, Sultanate of Oman, 2023.
Libya's	Ministry of higher Education and Scientific Research	27	61	88	Ministry of higher Education and Scientific Research of the State of Libya, 2023.
Algeria	Ministry of higher Education and Scientific Research	115	0	115	State data form in university education
Jordan	Ministry of higher Education and Scientific Research	12	31	43	State data form in university education
Tunisia	Ministry of higher Education and Scientific Research	13	104	117	Ministry of higher Education and Scientific Research of the Republic of Tunisia, 2023.
Egypt	Ministry of higher Education and Scientific Research	28	88	116	Central Organization for Public mobilization and Statistics of the Arab Republic of Egypt, 2023.
Lebanon	Ministry of Education and higher Education	0	51	51	Educational Center for Research and Development in the Lebanese Republic, 2023.
Palestine	Ministry of Education and higher Education	19	14	33	Ministry of Education and higher Education of the State of Palestine, 2025.
Morocco	Ministry of higher Education, Scientific Research and Innovation	13	11	24	State data form in university education

Iraq	Ministry of higher Education and Scientific Research	35	14	49	State data form in university education
Comoros Islands	Ministry of National Education, Scientific Research, Training and Vocational integration	Data not available			
Syria	Ministry of higher Education and Scientific Research	7	31	38	State data form in university education
Mauritania	Ministry of higher Education and Scientific Research	12	5	17	Ministère de l'Enseignement supérieur et de la Recherche scientifique, 2022.
The Sudan	Ministry of higher Education and Scientific Research	37	25	62	Ministry of higher Education and Scientific Research of the Republic of Sudan - official website.
Djibouti	Ministry of higher Education and Scientific Research	1		1	Oxford Business Group, 2023.
Yemen			Data not available		
Somalia	Ministry of Education, Culture and higher Education	1	110	111	Ministry of Education, Culture and Higher Education of Somalia, 2022
Total		419	707	1126	

Annex 5 - 2 number of students in university institutions in the Arab countries according to specializations

	<i>Business and management</i>	<i>Education and education</i>	<i>Social studies and information</i>	<i>Agriculture, veterinary medicine and gardening</i>	<i>Health, General Medicine and Nursing</i>	<i>Humanities, literature and philosophy</i>	<i>Applied science</i>	<i>The law</i>	<i>Engineering</i>	<i>Computer Science and Informatics</i>	<i>Fine and applied arts.</i>	<i>Other</i>	<i>Total</i>
<i>Qatar</i>	10,301	6,955	1,138		900	1,145	265	2,487	6,027	2,547	472	11,195	43,432
<i>Saudi Arabia</i>	180,946	23,923	40,537	6,499	85,655	155,423	108,551	79,252	44,457	73,459	19,276	59,733	877,711
<i>Kuwait's</i>	3,365	9,074	5,693	0	5,094	8,286	3,498	2,989	8,388	3,868	689	636	51,580
<i>Amman</i>	20299	11120	0	261	2687	5595	1747	4426	10548	10211	2338	414	69,646
<i>Libya's</i>	3,683	6,463	1,216	59	8,425	12,038	2,981	1,682	2,473	2,623	655	105	42,403
<i>Algeria</i>	227,278		213,082	139,614	86,080	189,833	46,511	205,402	217,889	83,104	3,767	14,966	1,427,526
<i>Jordan</i>	66,516	32,684	13,552	6,095	125,535	46,825	20,751	37,786	49,521	60,945	10,468	13,075	483,753
<i>Tunisia national football team</i>	54,137	7,984	74,687	3,051	26,841	22,276	20,319	16,137	58,892	0	13,624	7,687	305,635
<i>Egypt</i>	#####	381,492	111,323	151,578	548,466	654,131	73,188		335,665	261,543		122,250	3,693,042
<i>Lebanon</i>	51,978	12,447	13,072	4,527	25,385	31,431	20,611	7,066	31,667	19,337	1,193	5,515	224,229
<i>Palestine</i>		31,381	1,862	16,009	14,531	12,152	35,663	1,192	4,788	7,041		11,858	136,477
<i>Morocco</i>	137,617	34,674	153,492	2,681	61,109	210,767	101,271	296,329	54,925	47,749	2,433	4,177	1,107,224
<i>Iraq</i>													802,751
<i>Syrian Arab Republic</i>	26,894	44,340	4,448	21,946	47,790	91,665	6,216	29,474	91,890	26,118	2,672	..	393,453
<i>Yemen</i>													61,434
<i>Somalia</i>	7,936	6,348	26,330	2,309	30,929	3,550	387		3,064	13,501		157	94,511

Annex 6-1

Human Development Index for the Arab States 2023

	The State	Value of evidence	Country ranking
Very high human development			
1	United Arab Emirates	0.94	15
2	Saudi Arabia	0.9	37
3	Kingdom of Bahrain	0.899	38
4	State of Qatar	0.866	43
5	Sultanate of Oman	0.858	50
6	State of Kuwait	0.852	52
High human development			
7	People's Democratic Republic of Algeria	0.769	96
8	Arab Republic of Egypt	0.754	100
9	The Hashemite Kingdom of Jordan	0.754	100
10	The Lebanese Republic	0.752	102
11	Republic of Tunisia	0.746	105
12	The State of Libya	0.721	115
13	Kingdom of Morocco	0.71	120
Medium human development			
14	Republic of Iraq	0.695	126
15	State of Palestine	0.674	133
16	Comoros Islands	0.603	152
17	Syrian Arab Republic	0.564	162
18	Islamic Republic of Mauritania	0.563	163
Low human development			
19	Djibouti	0.513	175
20	Republic of the Sudan	0.511	176
21	Republic of Yemen	0.47	184
22	Federal Republic of Somalia	0.404	192

Source: UNDP, 2025

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