

The General Education Sector: Facts and Figures

National Education Strategy Framework

Priorities and Suggested Programs

Working Mechanism and Working Groups

Suggested Sources of Funding

Index: Some Statistics of the General Education Sector

MEHE's Education Sector Development Plan is based on the 5 priorities identified in the National Education Strategy

Priorities

Programs

Objectives

1

Education Available on the Basis of Equal Opportunity

- I. Early Childhood Education
- II. Improving Retention and Achievement
- III. Development of Infrastructure

- Increase in the percentages of children enrolled in public kindergartens between the ages 3-5 years
- Decreasing the repetition rates through the development and implementation of the appropriate mechanisms
- Adequate and equitable distribution of school facilities in all regions

2

Quality Education that Contributes to Building a Knowledge Society

- IV. Professionalization of the Teaching Workforce
- V. Modernization of School Management
- VI. Achievement Assessment and Curriculum Development

- Promote the professional development of the teaching workforce and devise mechanisms for the efficient distribution of teachers in public schools
- Modernizing school systems and activating the School Based Management Model
- Curriculum development in a manner consistent with national needs and global trends

MEHE's Education Sector Development Plan is based on the 5 priorities identified in the National Education Strategy (Cont'd)

Priorities

Programs

Objectives

3

Education that Contributes to Social Integration

VII. Citizenship Education

- To strengthen students' national identity and their civic responsibilities

4

Education that Contributes to Economic Development

VIII. ICT in Education

IX. National Qualification Framework

- Supporting and promoting the use of ICT in the educational system
- Determining the expected outputs of the educational programs and certificates, and specifying the necessary qualifications for education related professions

MEHE's Education Sector Development Plan is based on the 5 priorities identified in the National Education Strategy (Cont'd)

Priorities

5

Governance of Education

Programs

X. Institutional Development

Objectives

- Enhance the work flow effectiveness between the various units of MEHE to provide better service for citizens
- Develop a Management Information System that supports the process of education policy formulation and administrative decision-making
- Development of procedures and practices that allow the practical possibility of moving from an "Items Based" budget to the preparation and management of a "Performance Based" budget
- Assessing the effectiveness of sector development programs through indicators and specific data

I Early Childhood Education

Projects

Expected time duration

Performance Indicators

		2010	2011	2012	2013	2014	2015	
1.1	Issuing the necessary relevant laws and regulations	█						<ul style="list-style-type: none"> • Kindergartens are available in disadvantaged areas • Increase in the enrollment rates of public kindergartens • Early Screening Scheme is implemented • Family awareness program is implemented
1.2	The establishment of new kindergartens		█					
1.3	Restoration and rehabilitation of already existing kindergartens, according to national criteria		█					
1.4	Implementation of the new kindergarten curriculum prepared by the ECRD.	█						
1.5	Development and implementation of an Early Screening Scheme and a family awareness program			█				

II Improving Retention and Achievement

Projects

Expected time duration

Performance Indicators

2.1 The enactment of compulsory education up to the age of 15 and the issuance of necessary laws and decrees

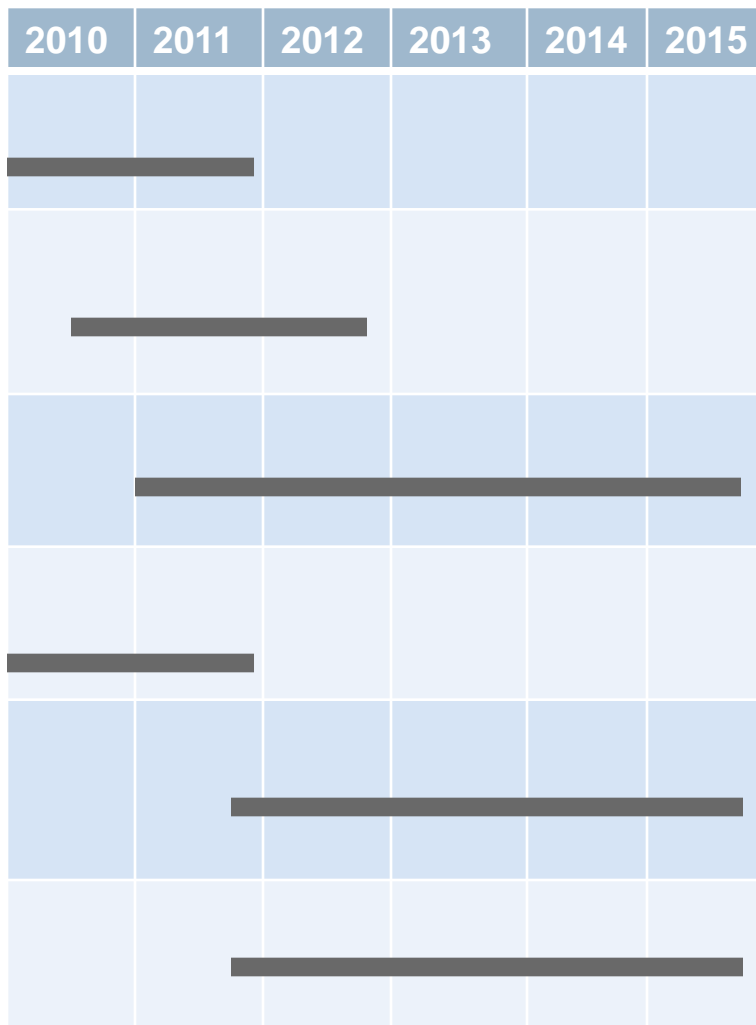
2.2 Development and implementation of academic, psychological, and social support programs for at-risk students

2.3 Development of the capacity of teachers and counselors to address the difficulties of at-risk students

2.4 Preparation of required manuals (for teachers, counselors, etc ...) to implement the support programs

2.5 Development and implementation of portfolios for at-risk students

2.6 Devising mechanisms for cyclical review of student achievement



- Compulsory education up to the age of 15 is enacted
- Mechanisms and tools for monitoring student achievement are established and implemented
- The teaching workforce is qualified and trained to support at-risk students
- % Increase in student achievement
- % Decrease in drop out rates in the transitional phases until the implementation of compulsory education.



Development of Infrastructure

Projects

Expected time duration

Performance Indicators

3.1 The identification of schools which need restoration and rehabilitation

3.2 The restoration and rehabilitation of public schools and the provision of curriculum requirements

3.3 The identification of schools which need to be integrated (inefficient schools)

3.4 The establishment of new schools where needed

3.5 The provision of logistic resources to implement the procedural subjects (sports, arts, music, IT, and second foreign language)

	2010	2011	2012	2013	2014	2015
3.1	█					
3.2		█	█	█	█	█
3.3	█					
3.4			█	█	█	█
3.5		█	█	█	█	█

- % increase of schools which meet the national standards.
- % of inefficient schools that have been consolidated
- Human and logistic resources are provided for the implementation of procedural subjects

IV

Professionalization of the Teaching Workforce

Projects

Expected Time Duration

Performance Indicators

	2010	2011	2012	2013	2014	2015	
4.1 The establishment of national standards for teacher professionalization and for new standards for teacher recruitment	█						<ul style="list-style-type: none"> • A new law for teacher recruitment is developed and implemented • A comprehensive program for teacher professional development in public education is developed and implemented • The teacher salary scale is funded and linked to a system of incentives • Mechanisms for rationalizing the teaching staff are implemented • Internal systems and regulatory frameworks for schools and high schools are developed and applied • School administration staff is trained and qualified • System of incentives and accountability is completed
4.2 Devising a comprehensive program for teacher continuous professional development in public education		█					
4.3 Development of modern standards for assigning principals in educational institutions	█						
4.4 Continuation and implementation of the leadership development program (training of administrative staff)		█					
4.5 Conducting a review of the teacher salary scale based on the recruitment criteria	█						
4.6 Development and implementation of mechanisms to guide and re-distribute the teaching staff		█					
4.7 Development and implementation of a system of incentives and accountability			█				

V

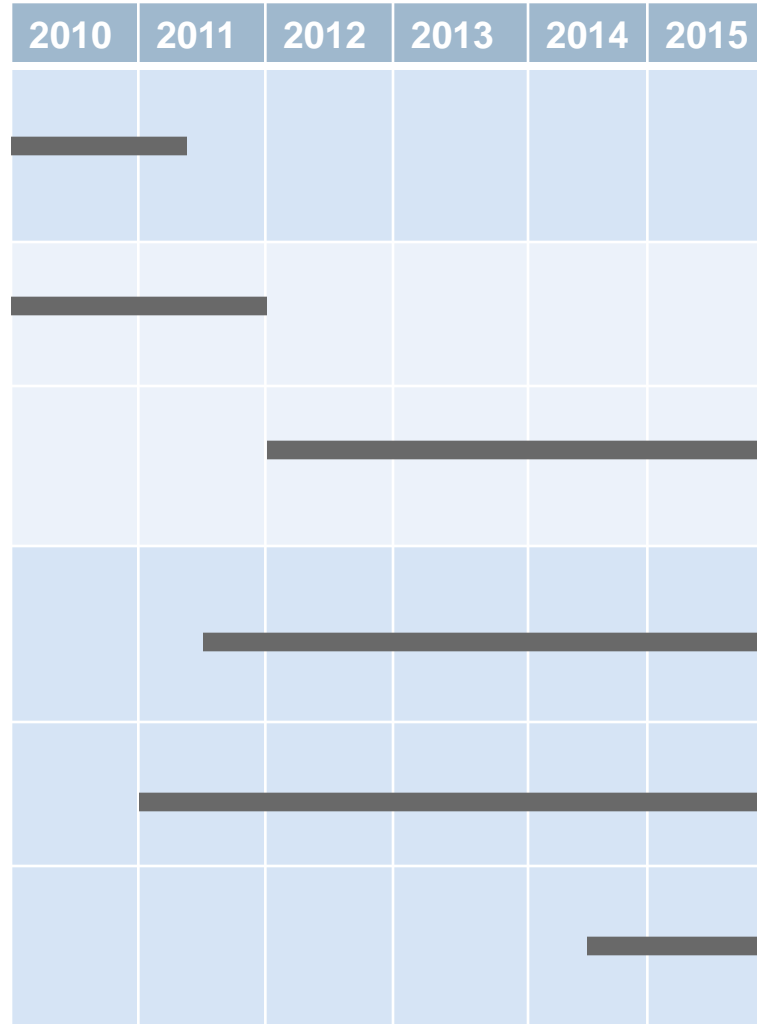
Modernization of School Management

Projects

Expected Time Duration

Performance Indicators

5.1	Revision, amendment, and updating of the existing regulatory frameworks for public schools
5.2	Modification of the internal regulations of schools
5.3	Reinforcement of the role of Parent Councils and the modification of related regulations
5.4	Enhancing the interaction between the school and the community
5.5	The activation of extracurricular activities and encouraging the establishment of school clubs
5.6	Piloting the School Based Management Model which is based on planning, development, and implementation



- Internal regulations of schools are modified and implemented
- The number of public schools which have adopted mechanisms for the promotion of teamwork in the decision-making process
- % of public schools adopting the School Based Management Model

VI Education Assessment and Curriculum Development

Projects

Expected Time Duration

Performance Indicators

	2010	2011	2012	2013	2014	2015	
	<p>6.1 Adaptation and issuance of the history curriculum</p>						
<p>6.2 The preparation of History textbooks for basic education</p>							
<p>6.3 Setting basic and clear foundations for the modification of the curriculum and for the identification of learning objectives and revision mechanisms</p>							
<p>6.4 Revising learning outcomes in order to allow for further curriculum development</p>							
<p>6.5 Updating mechanisms and tools related to education outputs (the available tools and information and communication technology in education)</p>							
<p>6.6 Developing conditions and standards for the production of textbooks and teacher guides</p>							
<p>6.7 Developing methods, criteria and mechanisms for evaluating textbooks</p>							

VII

Citizenship Education

Projects

Expected Time Duration

Performance Indicators

	2010	2011	2012	2013	2014	2015	
7.1 The revision of Civic Education curriculum	█						<ul style="list-style-type: none"> • % increase of students' achievement on the Civic Education Index • % of implemented citizenship related activities. • % of students who have completed the Civil Community Program. • % of community projects carried out in schools in partnership with the civil society
7.2 The activation of citizenship related school activities through the sustainable development manuals		█					
7.3 The development and activation of the role of Student Councils and Parent Councils			█				
7.4 The development and implementation of a Community Service Program and the encouragement of volunteerism		█					

Projects

Expected Time Duration

Performance Indicators

8.1 The establishment of national standards for ICT in education for students, teachers and administrators

8.2 The adoption of national standards for ICT in education, and the identification of their related infrastructure specifications

8.3 Devising mechanisms for higher rate of ICT integration in the teaching and learning process

8.4 The setting and implementation of a plan for the development of education administrators' ICT skills

2010	2011	2012	2013	2014	2015

- Increase in the % of teachers and administrators who meet the ICT national standards.
- Increase in the number of hours of the students' use of computers and ICT
- Increase in the number of schools connected to the Internet and the national communication network

IX National Qualification Framework

Projects

Expected Time Duration

Performance Indicators

9.1
Determining the competencies required for certification for educational programs in General, Vocational, and Higher Education

9.2
Defining a syllabus for professions in education

9.3
Determining the basis for transition between different learning paths

2010	2011	2012	2013	2014	2015
■					
	■				
		■			

- Competencies required for specific certificates are specified
- Qualification for teaching professions are identified
- The final version of the framework for the educational system in Lebanon is adopted
- Basis for transition between different learning paths are identified

X

Institutional Development

Projects

Expected Time duration

Performance Indicators

- 10.1** The development of organizational structure and job descriptions for the various units
- 10.2** The development and activation of the various programs and systems: EMIS, SIS, GIS, and archiving
- 10.3** The simplification of transaction procedures through a MEHE helpdesk
- 10.4** The completion of the implementation of the mechanization of the administrative processes
- 10.5** The completion of the implementation of the electronic archiving of all units in the MEHE
- 10.6** The development of an incentives system based on staff performance

2010	2011	2012	2013	2014	2015
█					
█					
█					
█					
█					
		█			

- Regulatory frameworks are modified
- % of the use of EMIS in educational decision-making
- % of procedures that have been automated and simplified
- % of transactions and revisions received by the helpdesk
- Staff accountability and incentives system designed and applied

