

Beirut, March 2010



**Ministry of Education
and Higher Education**

Quality Education for Growth

National Education Strategy Framework

Education Sector Development Plan (General Education): 2010-2015

Document Content

- The General Education Sector: Facts and Figures
- National Education Strategy Framework
- Priorities and Suggested Programs
- Working Mechanism and Working Groups
- Suggested Sources of Funding

Required Decisions

- The endorsement of the general framework of the National Education Strategy
- The endorsement of the Education Sector Development Plan and taking the required initiatives for the improvement of the public education sector
- The establishment and amendment of laws and decrees necessary for the implementation of the Education Sector Development Plan (ESDP)

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

The education system in Lebanon faces a number of challenges:

Importance of Education in Lebanon

- There are more than 1000,000 students enrolled in schools in Lebanon, hence each Lebanese is affected by this sector in one way or another.



Current Situation of Public Education in Lebanon



- Achievement levels of students in Lebanon are lower in comparison to those of their peers in other countries.
- Enrollment rates in public schools are decreasing steeply due to the widening of the achievement gap between public and private schools. Low achievement in public schools is mainly due to:
 - low qualifications of the teaching and administrative staff in schools, and the lack of coherence between the teachers' specializations and the needed requirements.
 - absence of a suitable learning and teaching environment (infrastructure: buildings and equipment)
 - lack of laws and regulations which are necessary for increasing the possibility for improvement.

Lebanese students rank low on international assessment tests TIMSS

Results of TIMSS 2007 in Science for Grade 8	
Country (Average)	Rank
Singapore (567)	1
Chinese Taipei (561)	2
Japan (554)	3
Korea, Rep. of (553)	4
Armenia (488)	17
Norway (487)	18
Ukraine (485)	19
Jordan (482)	20
Malaysia (471)	21
Thailand (471)	22
Serbia (470)	23
Bahrain (467)	26
Syrian Arab Republic (452)	32
Tunisia (445)	34
Oman (423)	36
Kuwait6 (418)	38
Lebanon (414)	40
Egypt (408)	41
Algeria (408)	42

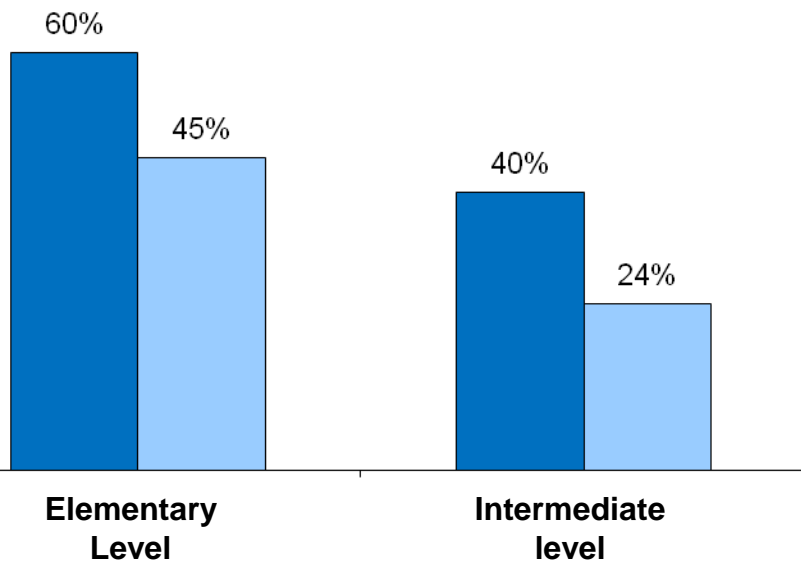
Results of TIMSS 2007 in Mathematics for Grade 8	
Country (Average)	Rank
Chinese Taipei (598)	1
Korea, Rep. of (597)	2
Singapore (593)	3
Hong Kong SAR (572)	4
Scotland (487)	17
Serbia (486)	18
Italy (480)	19
Malaysia (474)	20
Romania (461)	26
Bosnia and Herzegovina (456)	27
Lebanon (449)	28
Thailand (441)	29
Jordan (427)	31
Tunisia (420)	32
Bahrain (398)	35
Syrian Arab Republic (395)	37
Egypt (391)	38
Algeria (387)	39
Oman (372)	41

TIMSS description and results
<ul style="list-style-type: none"> ▪ The TIMSS focuses on policies and educational systems through the assessment of academic achievement, hence provides input to help improve teaching and learning of mathematics and science. ▪ The test is carried out every four years under the auspices of the International Association for the Evaluation of Educational Achievement (IEA). ▪ Lebanon is ranked 28th in the classification of the results of Mathematics (2007) for grade 8, and is ranked 40th in the results of Science, which is below the international average for both subjects. ▪ The public sector students' levels are 10% less than those of their counterparts in the private sector

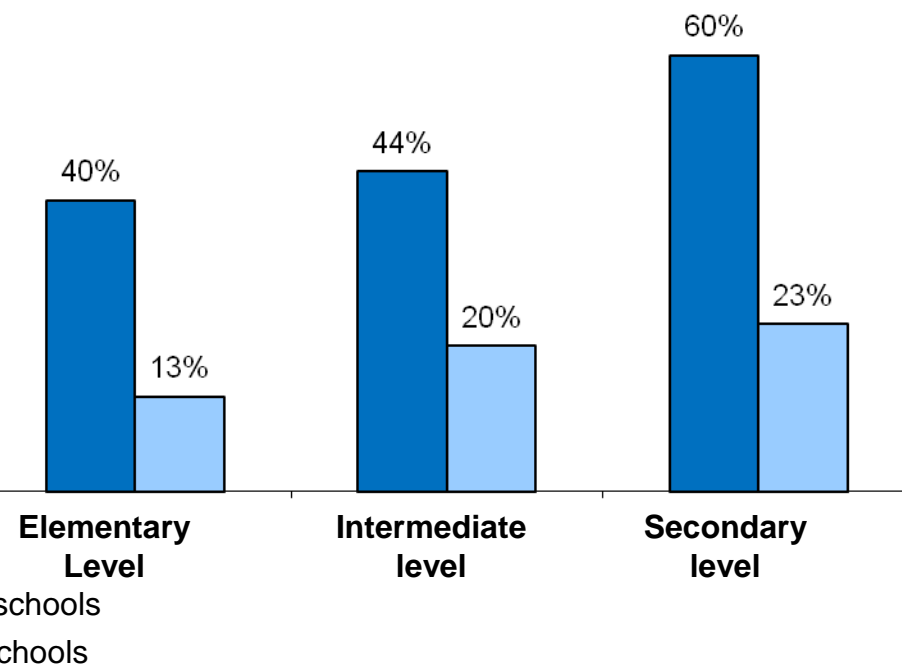
Arabic Countries		Lebanon	
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Note: classification is based on 48 participating countries
 International achievement average: 500
 Source: TIMSS 2007

Student repetition rates 2008-2007



Over-age student rates 2008-2007

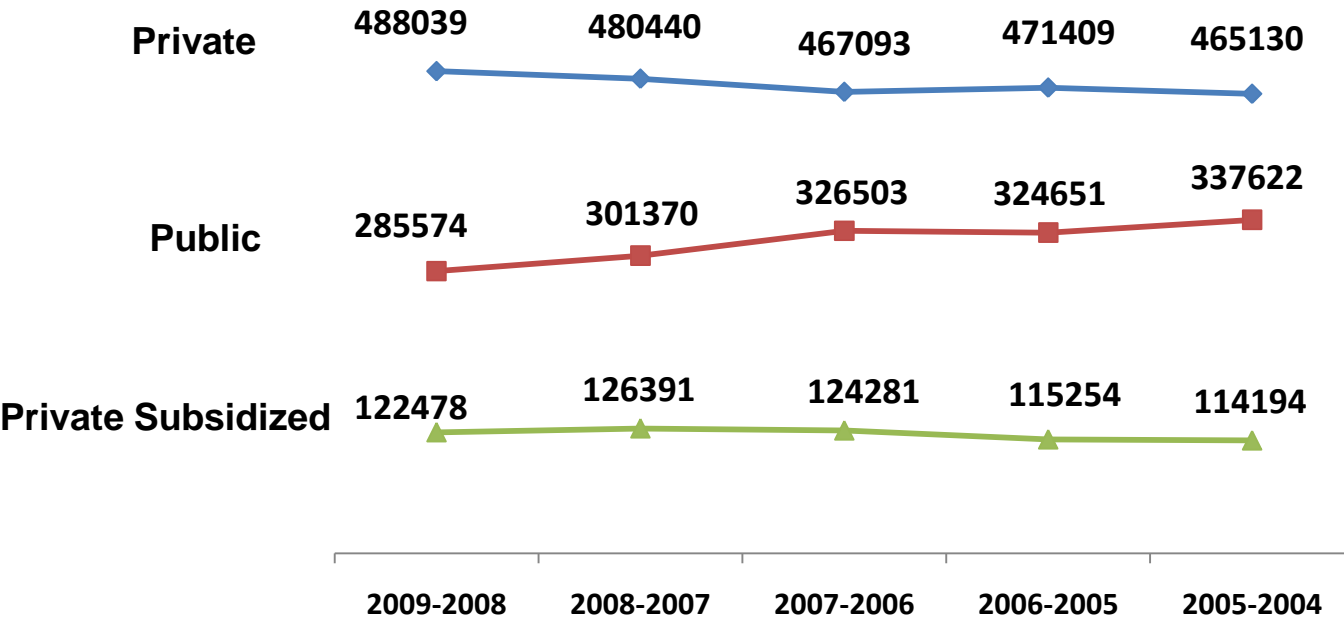


Results

High repetition and drop out rates result in:

- Over spending on an education system that scores low on academic indicators.
- A negative impact on economic growth which results from the lack of use of students' potential and from students leaving school without qualifications.

Number of Students in Schools 2004-2009



Comments

- Some of the reasons for the decrease in the number of students in public schools are:
 - Low achievement rates in public sector
 - A relative weakness in foreign languages
 - The absence of extracurricular activities

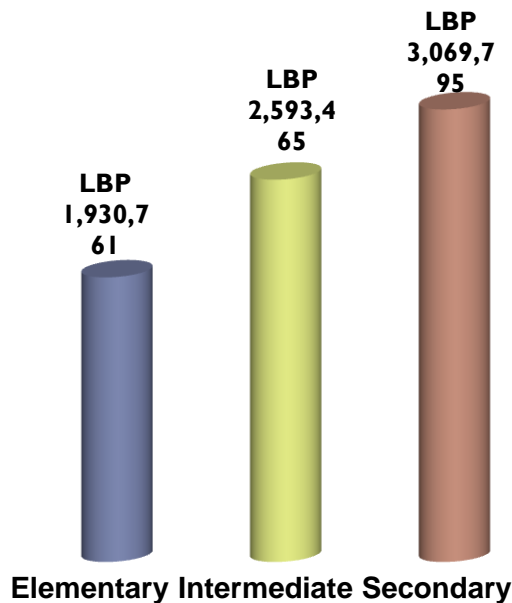
Results

- An increase in the number of students in the private and private subsidized sectors, compared to a decrease in the number of students in the public sector

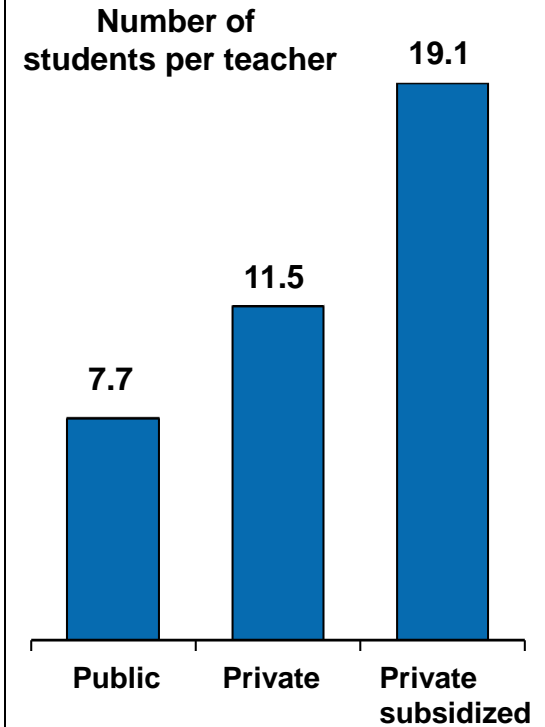
Comments

- Spending on public education sector is relatively inefficient due to inefficient resource distribution and a high number of teachers.
- Education sector administrative laws were issued in 1959
- The absence of an efficient system for resource distribution and planning
- The absence of efficient IT systems and trustworthy sources of information
- Discrepancies among educational data provided by different sources.

Annual cost/student in the public sector



Excess in the quantity of under qualified teachers



Under qualified teaching workforce

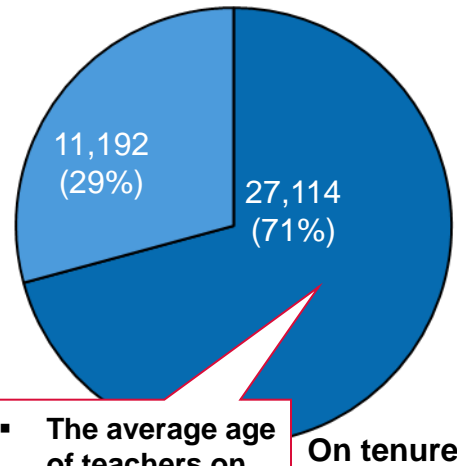
- Despite the relatively high number of teachers, there is a significant shortage in the number of teachers in specific subjects and certain regions

▪ Reasons:

- The absence of an incentives system based on performance
- The absence of an effective system for evaluating the performance of the teaching staff

An Increase in the percentage of contracting teachers

contractors



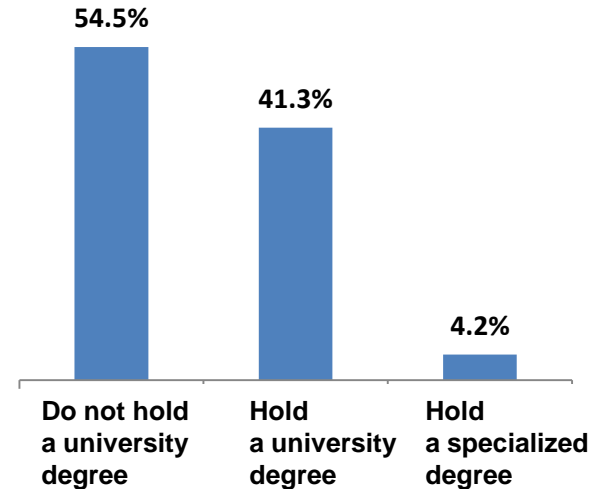
- The average age of teachers on tenure is 58 years

▪ Reasons:

- Absence of laws and regulatory frameworks and mechanisms that govern the contracting process

The shortage of teachers in certain subjects and regions

public school teachers' qualifications



- School principals do not have specialized degrees (32.5% have been recently trained)

▪ Reasons:

- The absence of the necessary laws to ensure the recruitment of qualified teachers

Lack of Mechanisms for Curriculum Development

- The absence of periodical revision mechanisms of the curricula.
- The absence of clear standards for writing, producing, and assessing school textbooks.
- The absence of a unified curriculum which allows for the use of IT as an educational tool, despite the fact that 12 initiatives have been implemented in this field in about 450 public schools.

School Buildings/ School Conditions



- There is a remarkable discrepancy among school buildings



- There is an unequal distribution of students:

- 153 schools of a total of 1107 schools contain less than 50 students

The percentage of schools connected to the internet

Approximately 600 out of 1,385 schools have computer labs

