



Policy Goals

Status

1. Setting clear expectations for teachers

Expectations for both teachers and students are clearly defined, but official time allocations and the use of classroom time may limit effective teaching and learning



2. Attracting the best into teaching

Ongoing institutional development, including teacher recruitment and salary payment mechanisms, aims at boosting teacher quality



3. Preparing teachers with useful training and experience

New teachers need a strong foundation, including content knowledge and practical experience



4. Matching teachers' skills with students' needs

There are few incentives in place for teachers to work in hard-to-staff schools or to teach critical shortage subjects



5. Leading teachers with strong principals

Limited school principal authority may lead to weak instructional leadership



6. Monitoring teaching and learning

Adequate information on student achievement is available to inform teaching and learning



7. Supporting teachers to improve instruction

Teacher evaluation results help guide better teaching and learning in classrooms, but they could be used more effectively for professional development



8. Motivating teachers to perform

Accountability is weak; performance incentives and sanctions could be strengthened



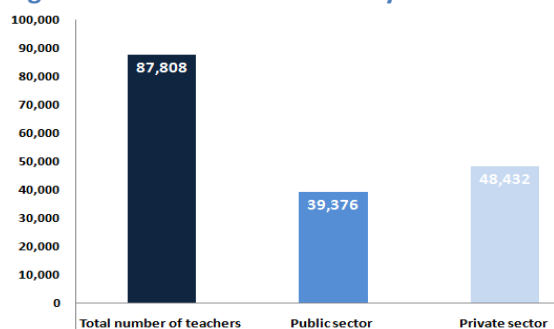
Education System at a Glance

Lebanon is a small, high-middle-income country with a female-dominated teaching force, and plans have been developed to reform the education system over the next 5-year period.

In 2009, Lebanon spent 1.8 percent of GDP on public education.¹ In the same year, as a percentage of total government expenditure, Lebanon spent 7.2 percent on education. An important challenge for Lebanon is that its best-trained people migrate abroad or have to face low rates of return to schooling domestically. The unemployment rate is estimated at 7.9 percent (2008). Nearly half the unemployed (48.4 percent) are young people aged 15-24. Youth unemployment in Lebanon is estimated to be as high as the average for the Arab region (roughly 26 percent), the highest regional rate in the world. The Ministry of Education & Higher Education (MoEHE) has put forward a National Education Sector Strategy (NESS) (2010-2015) as the basic document guiding the strategic direction for the next 5 years. As part of this process, an Education Sector Development Plan (ESDP) was developed with medium-term priority activities and output indicators associated with them.

Lebanon's **school system consists of 6 years of primary education (ages 6-12 years), and 6 years of secondary education (ages 12-18 years)**. Basic Education is compulsory until the age of 15. In total, there are 87,808 teachers in Lebanon.

Figure 1. Number of teachers by sector ²



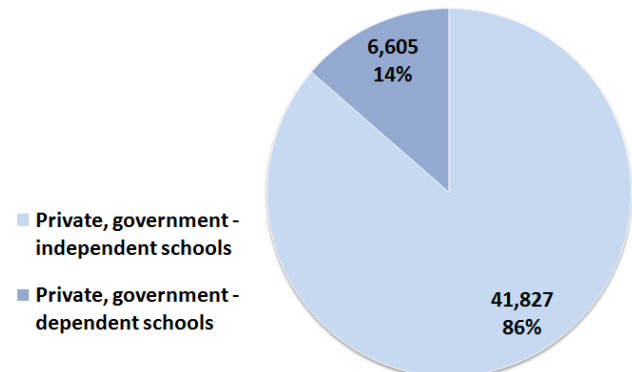
Source: World Bank, *SABER – Teachers* 2010.

¹ World Bank, *World Development Indicators*, 2010.

² There are 39,376 public school teachers but this also includes 1,070 unpaid volunteer teachers who generally have a religious affiliation.

Around 55 percent of the teaching force is concentrated in the private sector. Of the private sector teaching force, the vast majority (over 86 percent) works in private government-independent schools

Figure 2. Distribution of teachers in the private sector

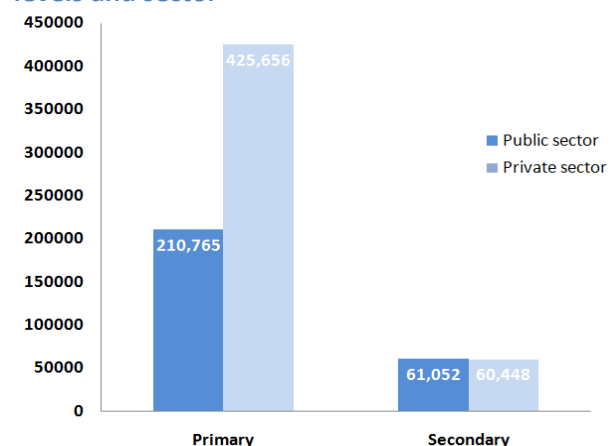


Source: World Bank, *SABER – Teachers* 2010.

Total enrollment in primary school in the private sector is more than double that of the public sector.

The largest share (79 percent) of private primary school enrollment is in private, government-independent schools, and the remainder is in government-dependent schools. At the secondary level, enrollment rates in the two sectors are about the same. The secondary level private sector market comprises only private, government-independent schools.

Figure 3. Breakdown of students between educational levels and sector



Source: World Bank, *SABER – Teachers* 2010.

Lebanon should pay close attention to equity in education, which may mirror socio-economic conditions. Poverty is concentrated in the suburbs of

large cities and in remote rural areas especially in the northern region of Akkar, which has been lagging behind the rest of the country; in this region, 80 percent of the population is rural and 63 percent of the families are deprived and face serious poverty many of these are Palestinian refugees.³ Given these socio-economic differences between regions, it is a source of concern that data on student enrollment and teacher recruitment levels disaggregated by urban/rural municipalities are not available.

In Lebanon, boys are increasingly more disadvantaged and at risk of drop-out through lower secondary education. For every 100 boys attending primary, there are 103 girls (2006-2008).⁴ However, despite female gender parity in schools, females are strongly disadvantaged in the labor market. Though the enrollment ratios of girls to boys in primary, secondary, and tertiary education are 0.97, 1.10, and 1.16, respectively, and the fertility rate is relatively low, at 2.2 births per woman—women’s labor force participation is low, at 37 percent compared to the 55 percent average in other upper middle-income countries.

The public school teaching force is primarily female and evenly distributed across the age brackets. This trend appears to remain stable into the near future: in 2008, 80 percent of teacher education graduates were women.⁵ While males comprise less than a third of the total number (30 percent) of teachers, they hold around 50 percent of school principal positions. Around 42 percent of public school teachers are under the age of 40. The median age is between 45 and 49 years. The private sector teaching force is relatively younger – around 62 percent of teachers are under the age of 40.

The majority (70 percent) of public school teachers holds an open-ended employment status with an average age of 58 years. The remaining 30 percent of teachers are employed under contractual arrangements. In the private sector, 61 percent of teachers hold open-ended positions. Yet, the number of contractual teachers has kept increasing in recent years as no more civil servant positions are available.

³ World Bank, *Country Partnership Strategy FY11-FY14*.

⁴ World Bank, *World Development Indicators*, 2010.

⁵ Global Education Digest, 2010

⁸ World Bank, *SABER – Teachers*, 2010

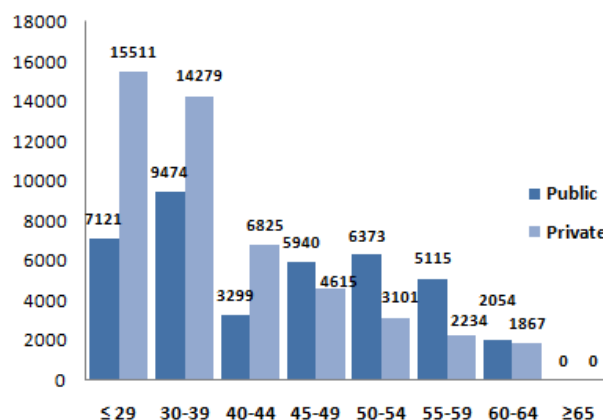
There are 2 teacher unions with a total membership of around 8,000 teachers. The most recent strike occurred in 2007 (1 school day was lost); in 2006, there were two strikes (and 2 school days were lost).

The Lebanese National Assembly and the Council of Ministers are responsible for setting teacher policies. The MoEHE implements policies and oversees compliance along with the Public Elementary and Secondary Schools’ Teachers League, the Teachers’ Syndicate and the Educational Center for Research and Development. The 5 priorities of the ESDP are to be implemented through a number of projects managed by working groups. One of these projects will concentrate on professionalization of the teaching force.

Box 1. Education Sector Development Plan (ESDP): 5 priority areas in the National Education Strategy

- **Priority 1 Equity in education**
 - Early childhood education
 - Improving retention and achievement
 - Development of infrastructure
- **Priority 2 Quality education for the knowledge economy**
 - Professionalization of the teaching workforce
 - Modernization of school management
 - Achievement assessment and curriculum development
- **Priority 3 Education for social integration**
 - Citizenship education
- **Priority 4 Education for economic development**
 - ICT in education
 - National qualification framework
- **Priority 5 Governance of education**
 - Institutional development

Figure 4. Distribution of public school teachers by age and sector



Source: World Bank, *SABER – Teachers* 2010.

Goal 1: Setting clear expectations for teachers

Advanced ●●●●

Expectations for both teachers and students are clearly defined, but official time allocations and the use of classroom time may limit effective teaching and learning.

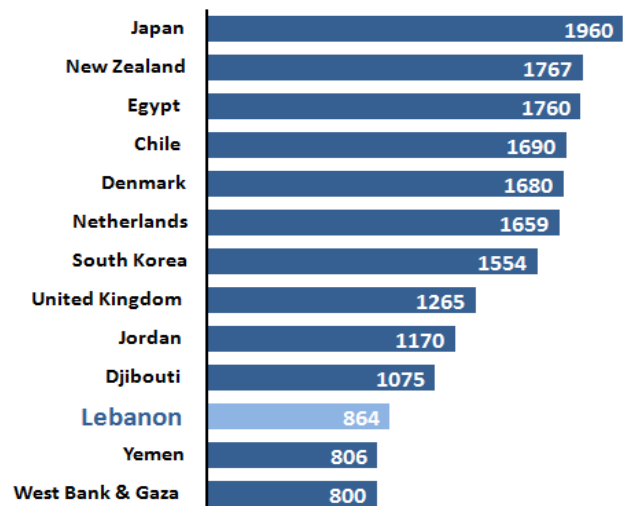
Clear expectations for teachers and students exist. In Lebanon, the MoEHE and the Civil Service Board have policy-setting authority, and have developed the National Education Strategy and the ESDP. One of the priority areas is to improve teacher performance through a national curriculum, designed by MoEHE, that sets out the content in detail and informs teachers of required subject content that should be taught to students at different grades. In addition, there are established standards of what students must know and be able to do at each grade level.

Teachers are guided by clear expectations. Public school teachers' expectations also have been defined by the MoEHE. Teachers in Lebanon are expected to: select their own teaching methods, supervise students, grade assessments, integrate difficult student populations, stand in for absent teachers, support other teachers, and participate in administrative tasks. Teachers do not have authority over certain decisions, such as collaborating on the definition of school plans, school curriculum, or choice of textbooks.

Teachers do not have adequate time to fulfill their duties. In Lebanon, a statutory definition of working time exists, acting as a common understanding of how teachers' tasks are determined and remunerated. Teacher working time is defined as the overall number of working hours and thus encompasses teaching, lesson planning and administrative tasks. According to statutory provisions, annual total teachers' working time for primary school teachers is 960 hours (6 hours per day; 160 days per year). For secondary schools teachers, annual working time is 864 hours (5 hours per day; 160 days per year). Compared to high-performing systems (see Figure 5) where a teacher's average annual working time exceeds 1,500 hours, Lebanon's working hours are low (making teaching look like a part-time profession). In Lebanon, the school year consists of 160 days at both the primary and secondary levels. This is 20 days shorter than that of high performing systems,

which average 180 days per year. Similarly, annual schooling hours in high-performing systems average 1,090 hours. In Lebanon, there are 960 schooling hours annually (six hours per day) at the primary level, and 800 schooling hours annually (five hours per day) at the secondary level. In terms of distribution of tasks per week, primary school teachers are required to devote 18 hours to teaching and 9 hours total to lesson-planning, administrative duties, and other activities. In secondary schools, teachers devote 14 hours to teaching and six hours to lesson-planning and administrative duties. In comparison to teachers in high-performing systems – which generally allocate less than 60 percent of teachers' working time to teaching, leaving the rest for teachers to fulfill other duties, such as planning or grading – Lebanese primary school teachers devote around 67 percent of total working time to teaching and secondary school teachers devote 70 percent of their working time to teaching. With a very low number of overall working hours, it is not surprising that most hours are devoted to teaching; however, it leaves little time for teachers to fulfill other related duties, such as planning, grading assignments, and collaborating with other teachers and school staff in administrative and instructional activities.

Figure 5. Teacher working time in hours per year (primary), selected systems



Sources: OECD, *Education at a Glance* 2009 for Japan, New Zealand, Denmark, Netherlands, South Korea and United Kingdom; World Bank, *SABER – Teachers* 2010 for Egypt, Chile, Jordan, Djibouti, Lebanon, Yemen and West Bank & Gaza.

Goal 2: Attracting the best into teaching

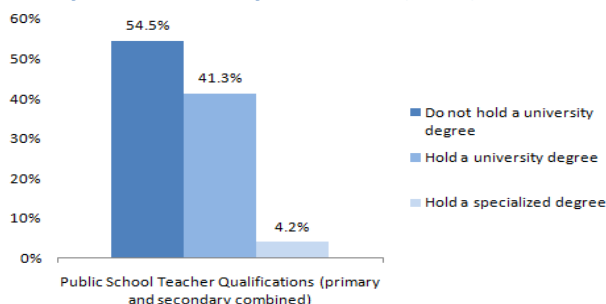
Emerging ●●○○

Ongoing institutional development, including teacher recruitment and salary payment mechanisms, aims at boosting teacher quality.

Teacher candidates go through a screening process, but it could be expanded to select the most competent.

Lebanon is experiencing an over-supply of teachers, which provides an opportunity to be more selective and raise the bar for entering teachers. While some neighboring countries only screen teacher candidates based on test scores in the secondary school leaving examination (West Bank & Gaza, Jordan, and Yemen), applicants for teacher education programs in Lebanon are admitted based on two criteria: (1) test scores in the secondary school leaving examination, and (2) performance in the compulsory entrance examination for teacher education programs. It is encouraged that Lebanon further enhance the screening process by collecting and analyzing data on candidates (e.g. number of applicants for initial teacher education program and background characteristics of admitted applicants). Since the quality of pre-service training programs often reflects the characteristics of those who enter these programs, the selection criteria can influence the quality of teacher entrants. In addition, it is important to include processes that assess other important but less measurable qualities of teachers, such as their motivation and inter-personal qualities, especially since less than half of Lebanese public school teachers hold a university degree.

Figure 6. Public school teachers' qualifications – primary and secondary combined (2008)



Source: World Bank, *SABER – Teachers* 2010.

Lebanon's proposed teacher recruitment mechanisms aim to attract well-equipped applicants. Until recently,

primary school teachers entered a concurrent training program, and teachers at the secondary level had the option of entering either the concurrent or a consecutive training model. The MOEHE has been working to introduce the ESDP which, if approved, would introduce new policies for teacher recruitment and would require primary school teachers to have a university degree.

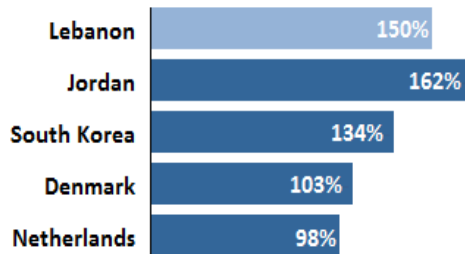
Starting teacher salaries are competitive and are equivalent to 150 percent of the country's GDP per capita. This proportion is higher than in some top-performing countries. The actual amount of salary paid to newly appointed teachers is based on the civil service code, and salaries increase on the basis of seniority; teacher performance is not taken into account. Compensation packages incorporate several benefits, including: health care, pension, housing support, and transportation.

Lebanon has one of the lowest ratios of students to teachers in the Arab region. In 2007, while the regional average student-teacher ratio was 21:1, Lebanon had a 14:1 ratio at the primary level, and 9:1 in secondary. This ratio is also substantially lower than the global average primary student-teacher ratio of 25:1 (2007)⁶. During the past three decades, the number of teachers has increased by 111 percent, while the number of students has increased by less than 25 percent. Student-teacher ratios are among the lowest in the region: 17:1 at the basic education level (primary) and 8:1 at the secondary level. Overall, the student-teacher ratio in public schools (7:7) is lower than that in private schools (11:5).

Attractive career opportunities await teacher applicants, but promotions do not necessarily entail salary increases. Teachers can apply to become principals and take other leadership posts, such as lead teachers. These opportunities are partly based on performance evaluations determined by several sources. However, these promotions do not necessarily come with additional salary benefits, which could potentially serve as an extra incentive for capable graduates to choose to become teachers.

⁶ UNESCO, *EFA Global Monitoring Report 2010*.

Figure 7. Teachers' starting salary as a share of GDP per capita, selected countries



Sources: (1) OECD, *Education at a Glance 2010* for Jordan, South Korea, Denmark and the Netherlands (2) World Bank, *SABER – Teachers 2010* for Lebanon.

Goal 3: Preparing teachers with useful training and experience

Established ●●●○

New teachers need a stronger foundation, including content knowledge and practical experience.

The official accreditation process for pre-service teacher training programs is undergoing important reforms. The Educational Center of Research and Development (ECRD) is responsible for regulating pre-service training institutions and for the accreditation of new primary and secondary school teachers. However, as of early 2010, the Lebanese University (the single public institution for higher learning in Lebanon) developed a new teacher training program that will replace the existing curriculum and accreditation requirements. This shift has already started affecting teacher training applicants, who in this new system have to be university graduates prior to teacher certification.

While training programs are available for teachers, there are no statutory requirements or official recommendations for the amount of time that primary and secondary teacher education programs devote to specific subjects (pedagogy, theory, methods, language, mathematics, and science). It is important for Lebanon to balance pedagogical theory and teaching methods with subject matter knowledge. As there is positive correlation between student achievement and the teachers' subject matter mastery, Lebanon might consider setting official time allocation requirements for

subject matter knowledge and pedagogy teacher training.

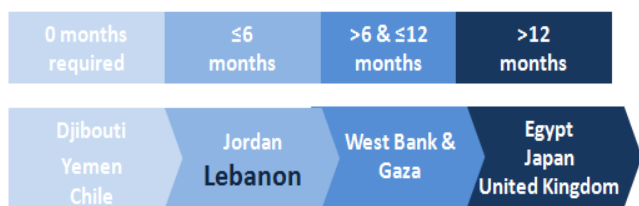
Although there is an oversupply of teachers, the teaching force is underqualified and there are shortages of teachers in certain subjects and in certain regions. The share of uncertified contract teachers (22 percent) in primary and secondary education has increased while the average age of teachers also continues to increase. Only 4.2 percent of public school teachers hold a specialized degree and more than half have less than a university-level qualification.

In-class experience is assessed, but teacher knowledge of individual subjects is not examined; the criteria for certification could be widened.

In order to obtain the qualification as certified teachers, applicants are required to complete in-class teaching experience as part of the training program. In Lebanon, a minimum experience of 1 year is required, which is in line with current practice in top-performing systems (where the range is 1 -3 years). Nevertheless, only the completion of required coursework and theory-based qualifications are needed for teacher certification. Lebanon may consider expanding the criteria for obtaining the teacher license, including assessment of subject-matter knowledge (both theory and pedagogy), an in-depth interview assessment, or successful performance on an assessment conducted by a supervisor based on practical professional experience. In some high-performing countries, prospective teachers are required to pass skills test in numeracy, literacy, and ICT, or to demonstrate mastery of the academic content in the areas in which they teach.

While induction programs are in place, they may be too short to be fully effective. New teachers are required to participate in induction/mentoring programs to facilitate a smooth transition into the profession. In most high performing systems, induction programs typically last between 1-2 years. In Lebanon, the duration of these programs is less than 6 months (**Figure 8**). Research has shown that novel teachers are less effective, especially in the first few years. It is at this critical period that they can benefit most from mentoring and induction support. Lebanon might consider extending the 6 month program to provide enough time to effectively support new teachers.

Figure 8. Length of induction programs, selected systems



Sources: *OECD 2005* for Japan and the United Kingdom; *World Bank, SABER – Teachers 2010* for Chile, Djibouti, Yemen, Jordan, Lebanon, West Bank & Gaza and Egypt.

Goal 4: Matching teachers’ skills with students’ needs

Latent ●○○○

There are few incentives in place for teachers to work in hard-to-staff schools or to teach critical shortage subjects.

Limited incentives are on offer to attract teachers to work in hard-to-staff schools. In Lebanon, the central government assigns public school teachers to their location of work. However, compared to neighboring as well as high-performing countries, Lebanon has limited or no official incentives for teachers to work in disadvantaged areas. A lack of incentives for teachers to work in hard-to-staff schools can result in having the least qualified teachers working in schools serving the most disadvantaged students and may contribute to further inequality in teaching quality and learning outcomes. In Lebanon, this problem is further compounded by the fact that contract teachers (22 percent of whom are uncertified) may be more likely to be placed in hard-to-staff schools.

Critical shortages in some regions and specific subject areas are identified, but more information is required to explore possible solutions. The ESDP identifies significant shortages of qualified teachers in some regions and specific subjects. Nevertheless, data on these subjects is unavailable. In order to ensure an equitable supply of skilled teachers throughout the nation and in every subject area, better information is needed to address regional and subject-specific teacher shortages.

Figure 9. Incentives for teachers to take up posts in hard-to-staff areas, Jordan, Egypt, and Lebanon

	Jordan	Egypt	Lebanon
Promotion opportunities	X	✓	X
Higher basic Salary	X	X	X
Monetary Bonus	✓	✓	X
Scholarship/ loan aid	X	✓	X
Housing support	✓	X	X
Food benefits	X	X	X
Travel benefits	X	X	X

Source: World Bank, *SABER – Teachers 2010*.

Effective use of incentives may make it appealing for teachers to work in disadvantaged areas and to teach in critical shortage subjects. In Lebanon, there are no incentives to attract qualified professionals in critical-shortage subjects to enter teaching. Moreover, teachers are compensated equally regardless of the location of service. Lebanon might wish to look into usage of monetary and non-monetary incentive programs to attract qualified teachers in these subject shortage areas. In general, uniform salaries and conditions are likely to result in an oversupply in some areas and shortages in others. Some countries incorporate incentives for shortage subjects (e.g. physics, biology and mathematics) to attract qualified individuals into teaching, who may have considered entering other professions related to their subject areas (e.g. engineering, medicine). Also, some systems use incentives to attract teachers to take up posts in remote or disadvantaged areas.

Figure 10. Incentives for teachers to take up posts in hard-to-staff areas

Monetary incentives offered	No monetary incentives offered
OECD	OECD
Australia	Belgium
Chile	Denmark
Finland	Netherlands
Ireland	Switzerland
Japan	Non-OECD
New Zealand	Djibouti
South Korea	Lebanon
Sweden	West Bank & Gaza
Non-OECD	
Egypt	
Yemen	

Sources: OECD, Teachers Matter 2005 for Australia, Finland, Ireland, Japan, South Korea, New Zealand, Sweden, Belgium, Denmark, Netherlands and Switzerland; World Bank, SABER – Teachers 2010 for Chile, Egypt, Yemen, Djibouti, Lebanon and West Bank & Gaza.

Goal 5: Leading teachers ‘with strong principals

Established ●●●○

Limited school principal authority may lead to weak instructional leadership.

The selection process of school principals balances experience and content knowledge. In Lebanon, candidates for school principal positions are expected to have five or more years of professional teaching experience and meet the following criteria: (a) pass a written test; (b) fulfill satisfactory performance in a supervised internship; and (c) participate in an induction/mentoring program for newly appointed school principals.

Principals’ salaries are higher than those of regular teachers. Public school principals’ average salaries are 60 percent higher than those of regular teachers, equivalent to more than 200 percent of Lebanon’s GDP per capita. When comparing the full compensation package, including salary and non-salary benefits, school principals earn approximately 30 percent more

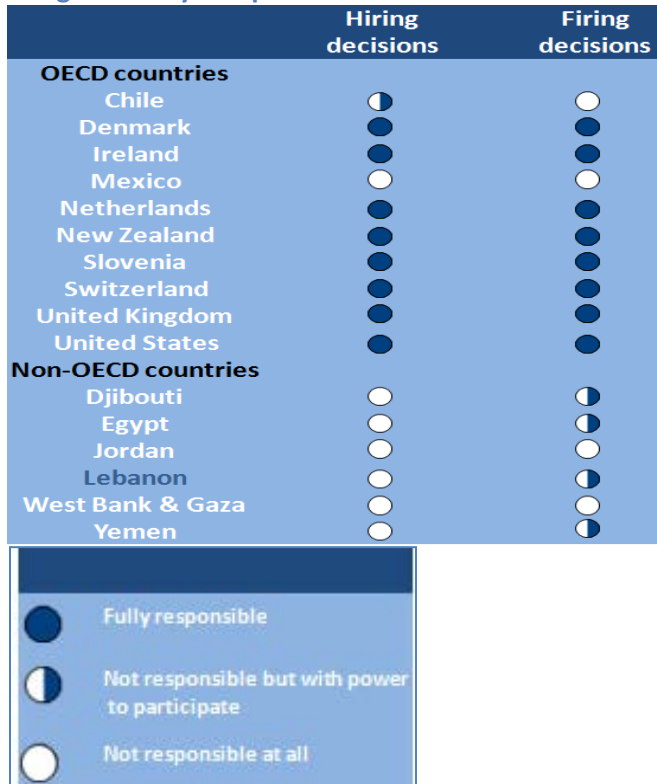
than regular teachers.⁷ In addition to a higher base salary, principals are evaluated regularly by the Inspection Board (within the MoEHE); General Director of the Education Sector (within the MoEHE) and positive results in this evaluation can result in monetary bonuses. While performance evaluation does not result in a salary increase or monetary bonus for regular teachers, school principals seem to have good incentives to perform well in their position.

Principals in Lebanon do not have much authority over teacher management.

School principals’ responsibilities include managing the distribution of time during school hours, overall evaluation of school’s performance, and responding to requests from both local and national educational authorities. Principals have limited authority over dismissal of teachers, evaluation of teachers’ performance, time allocation, and provision of guidance for curriculum and teaching-related tasks. Furthermore, principals do not have a say nor make the final decision over teacher hiring, promotion, or pay. The MoEHE, in collaboration with the Lebanese University, has developed new job descriptions for public school principals which have been compiled into a legislative document and sent to the Cabinet of Ministers for which approval is pending. It is worthwhile for Lebanon to consider introducing increased decision-making authority over school issues. Given that school principals are often the closest observers of individual teachers at work, as well as in direct contact with parents and local communities, having the authority to make decisions adapted to the needs and demands of the school may contribute to raising school quality.

⁷ World Bank, SABER – Teachers 2010

Figure 11. Principals' decision-making role in hiring and firing – country comparison



Sources: OECD, 2008 – *PISA 2006* for Denmark, Ireland, Netherlands, New Zealand, Slovenia, Switzerland, United Kingdom and the United States; World Bank, *SABER – Teachers 2010* for Chile, Djibouti, Egypt, Jordan Lebanon, West Bank & Gaza and Yemen

Goal 6: Monitoring teaching and learning

Established ●●●○

Adequate information on student achievement is available to inform teaching and learning.

Lebanon has a national assessment system that may inform teaching and learning. Lebanon is keen on evaluating students' learning outcomes and has been participating in international assessments of student performance. The country has been a regular participant in the Trends in International Mathematics and Science Study (TIMSS) and is scheduled to participate in the TIMSS 2011. In addition, the government has implemented national assessments of student learning with students tested at ages 14-15 years old, and at the level of Third Year Secondary

(Grade 12), when students are 17-18 years old. These assessments are bi-annual and census-based (i.e. they evaluate all students, and not simply on a sample basis). Students can indeed be tracked over time, but scores are not comparable from year to year. Regular evaluations allow tracking student learning over time, and student test scores can be linked to individual teacher information, which facilitates evaluation of teacher performance based on student outcomes.

Teacher evaluations are conducted regularly. In Lebanon, teacher evaluations come under the direct responsibility of the MoEHE, specifically the Educational Center of Research and Development. By law, internally-administered teacher performance evaluations are to be conducted twice a year by the school principal and local educational authorities; however, in practice, teachers are internally evaluated on an annual basis. In addition, teachers are assessed once a year in an externally administered evaluation. In internal and external teacher performance evaluations, the sources of information for assessing teacher performance include input from principals, parents and colleagues, a self-appraisal by the teacher himself/herself and classroom observation. Student achievement, teacher attendance, subject matter knowledge, teaching methods, compliance with the curriculum and use of homework to reinforce assignments in the classroom are considered in either internal or external evaluations.

Teacher under-performance is rarely reported. In the last year, there were no reports of teachers who failed to achieve a satisfactory performance. In addition, limited data management systems are in place, so that comparisons cannot be drawn between the performance of teachers at different schools and across time. Strengthening these data management systems to allow for tracking information on teachers over time could facilitate teacher management, enabling policy decisions to be made through reasoned justification.

Figure 12. Sources of Information for teacher performance evaluations

	Students' achievement	Teaching processes	Parents' feedback	Students' feedback	Colleagues' feedback
OECD systems					
Australia	✓	✓	✓	✓	✓
Belgium	✓	✓	✓	✓	✓
Chile	✗	✓	✗	✗	✓
Denmark	✓	✓	✓	✓	✓
Ireland	✓	✓	✓	✓	✓
Mexico	✓	✓	✗	✗	✗
South Korea	✓	✓	✓	✓	✓
Non-OECD systems					
Djibouti	✗	✓	✗	✗	✗
Egypt	✓	✓	✗	✗	✗
Jordan	✓	✓	✗	✗	✗
Yemen	✓	✓	✗	✓	✗
West Bank & Gaza	✗	✓	✗	✗	✗
Lebanon	✗	✓	✗	✗	✗

Sources: OECD, *TALIS 2010* for Australia, Belgium, Denmark, Ireland and South Korea; World Bank, *SABER – Teachers 2010* for Chile, Djibouti, Egypt, Jordan Lebanon, Mexico, West Bank & Gaza and Yemen.

Goal 7: Supporting teachers to improve instruction

Emerging ●●○○

Teacher evaluation results help guide better teaching and learning in classrooms, but they could be used more effectively for professional development.

Information from teacher performance evaluations can enable teachers to improve in the classroom. The results are used to provide feedback to teachers on their classroom instructional practices, but they are seldom used to identify professional development activities. In Lebanon, teacher performance is not fully captured and therefore can hardly be linked to performance appraisal. As a result, teachers do not receive appropriate recognition for their work and limited teacher support is based on performance.

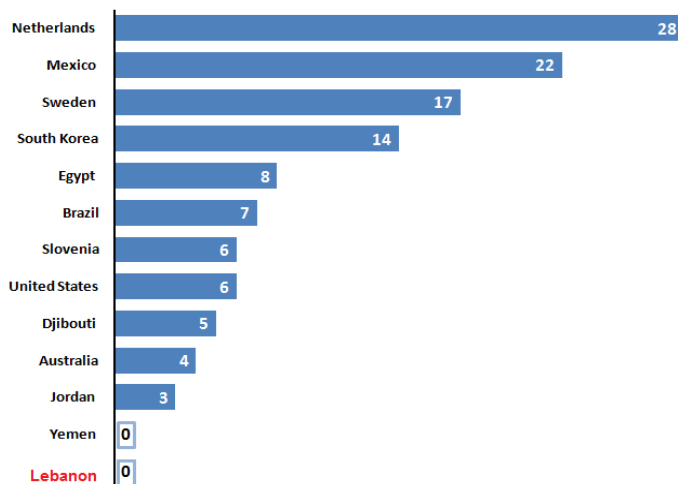
Linking evaluation results to teacher development may help to improve teaching quality. All professionals can constantly improve, and teachers are no exception. The current system treats high- and low-performing teachers equally in terms of compensation or other non-monetary treatment. Teacher evaluation results

could be utilized to support teachers in other ways, for instance through the allocation of professional development opportunities and supervisor support. Professional development might enable teachers to develop their skills throughout their careers.

The Educational Center of Research and Development provides teacher professional development funded by the MoEHE. Until relatively recently, there were not many professional development opportunities available in Lebanon. The creation of Teacher Resource Centers with the support of the British Council and the French Cooperation Agency has improved the situation. These Centers are offering external support to schools and professional development to teachers that appear to be triggering lots of interest and demand. While there are no data on participation rates – or on their impact on changing behaviors in the classroom – reports from Directors of these Centers point to the fact that it is mostly contractual teachers who attend these courses. Taken as whole, teacher professional development in Lebanon includes traditional activities, such as workshops, conferences, and seminars, as well as other methods such as qualification programs, mentoring/peer reviews, participation in teacher and school networks, and observation visits to other schools. While these opportunities exist, there is no minimum amount of time required to teachers for professional development.

As teachers in Lebanon are not required to take part in professional development, they might be prioritizing their immediate work agenda and not realizing the potential benefits from professional development. Similarly, as principals do not have to ensure that their teachers comply with time requirements, they may not be allocating sufficient hours for these development programs. Lebanon may consider establishing official regulations to require that teachers participate in professional development and thus ensure that all teachers in Lebanon are able to have opportunities to improve their teaching practices.

Figure 13. Number of required days of professional development per year, selected countries



Sources: OECD, *Creating Effective Teaching and Learning Environments: First Results from TALIS 2009* for Netherlands, Mexico, Sweden, South Korea, Brazil, Slovenia, United States and Australia; World Bank, *SABER – Teachers 2010* for Egypt, Djibouti and West Bank & Gaza. Notes: (1) The number of required days was calculated by dividing the total number of annual hours by number of daily working hours. (2) These figures refer only to secondary school teachers.

Goal 8: Motivating teachers to perform

Latent ●○○○

Accountability is weak; performance incentives and sanctions could be strengthened.

While there are some mechanisms in place to hold teachers accountable, their enforceability is limited.

The criteria for teacher dismissals in Lebanon include: absenteeism, misconduct, and child abuse (physical and/or sexual). Consequences of repeated unauthorized absence may include both salary deductions and dismissal. In Lebanon, as long as teachers avoid misconduct, they do not have to fulfill continuing requirements to remain qualified as teachers.

Teachers are offered few financial incentives or opportunities for public recognition to reward strong performance. Performance-related pay and monetary bonuses for good performance for individual teachers or by school are not available in Lebanon. Also, poor-performing teachers will not necessarily be removed

from their classrooms or dismissed from the school, nor are they given special support. To enhance teachers' motivation for good performance, Lebanon may look to Jordan for policy guidance: the Queen Rania Award for Excellent Teachers introduced in 2005 provides 25 high-performing teachers with monetary bonuses. While performance evaluations do not directly result in promotional opportunities, a consistently strong record may be helpful if a teacher applies to become a supervisor or a principal. Only one distinction – professional development opportunities – is offered to high-performing teachers. Given the restricted set of incentives offered, it is important for Lebanon to explore alternatives to motivate strong teacher performance.

There is no probationary period prior to awarding open-ended status. While the first years of teaching are among the best available predictors of a teacher's performance later on in their career, Lebanon does not use this period to weed out the lowest-performing teachers. Once a teacher has an open-ended appointment, weak results in the performance evaluation process may not be used to dismiss ineffective teachers. In fact, based on the evaluation process, it appears to be difficult to identify low-performers and high-performers. Lebanon may look to the experience of other countries in setting policies to remove chronically low-performing teachers. The benefits of doing so are twofold: first, such mechanisms protect students from the detrimental and lasting effects of having poor teachers; second, they can give teachers a clear incentive to work hard in order to avoid them.

Figure 14. Legal regulations for dismissal and probationary periods

	Dismiss for under performance	Mandatory probationary period before tenure
OECD systems		
Australia	✓	✓
Belgium	✓	✓
Chile	✓	✗
Japan	✗	✓
South Korea	✗	✗
Non-OECD systems		
Djibouti	✗	✓
Egypt	✓	✓
Jordan	✗	✓
Lebanon	✗	✗
West Bank & Gaza	✓	✓
Yemen	✗	✓

Sources: OECD, *TALIS 2010* for Australia; Belgium, Japan and South Korea; World Bank, *SABER – Teachers 2010* for Chile, Djibouti, Egypt, Jordan, Lebanon, West Bank & Gaza and Yemen.

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The Systems Approach for Better Education Results (SABER) initiative produces comparative data and knowledge on education policies and institutions, with the aim of helping countries systematically strengthen their education systems. SABER evaluates the quality of education policies against evidence-based global standards, using new diagnostic tools and detailed policy data. The SABER country reports give all parties with a stake in educational results—from administrators, teachers, and parents to policymakers and business people—an accessible, objective snapshot showing how well the policies of their country's education system are oriented toward ensuring that all children and youth learn.

This report focuses specifically on teacher policy.

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