



Policy Goals

1. Setting clear expectations for teachers

Expectations for student learning are not outlined, and teachers' working time is narrowly defined to teaching time exclusively.

2. Attracting the best into teaching

Teacher pay is competitive but many teachers do not meet entrance requirements; information management systems are under-developed.

3. Preparing teachers with useful training and experience

Pre-service training providers must be accredited, but there are no official course requirements or corresponding time allocations.

4. Matching teachers' skills with students' needs

There are untapped incentives to get teachers to work in hard-to-staff areas and to teach critical shortage subjects.

5. Leading teachers with strong principals

Principals' decision-making authority and performance-based incentives are limited, and they are not expected to provide instructional leadership to teachers.

6. Monitoring teaching and learning

There are some student achievement data from ad hoc assessments, but teacher evaluations appear to be process-driven.

7. Supporting teachers to improve instruction

Data are used to improve instruction, but there is no minimum required hours for professional development.

8. Motivating teachers to perform

Behavior-related accountability mechanisms exist, and performance incentives and sanctions are weak.

Status

Emerging



Emerging



Emerging



Latent



Emerging



Established



Established



Emerging



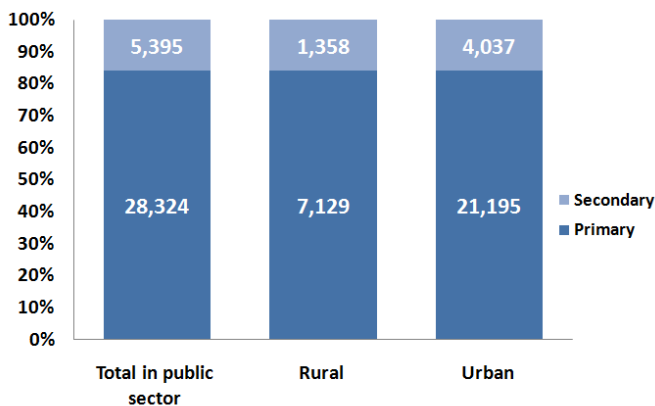
Education System at a Glance:

The West Bank & Gaza is focusing on strengthening its education system: provision of schooling is relatively equitable and increased decentralization is planned.

West Bank & Gaza (WB&G) spent 1.3 percent on public education as a percentage of GDP. This year, the Palestinian Authority (PA) published a report entitled Homestretch to Freedom, which outlines the objectives for the coming year, along with the Education Development Strategic Plan, 2008-2012 (EDSP). Most notably, it will proceed with plans to modernize the education system. The importance of government spending in the economy is evidenced by the changing composition of GDP: the share of the mostly government-funded sectors (health and social work, water and electricity, education, and public administration and defense) rose from less than 21 percent in 1999 to almost 30 percent in 2009.

West Bank & Gaza’s education system consists of 10 years of primary education (6-16 years) and two years of secondary education (16-18 years). Teachers and students are concentrated at the primary level (Figure 1 and Figure 2), with 82 percent of students and 84 percent of teachers in primary schools.

Figure 1. Number and share of public school teachers by level and location and location

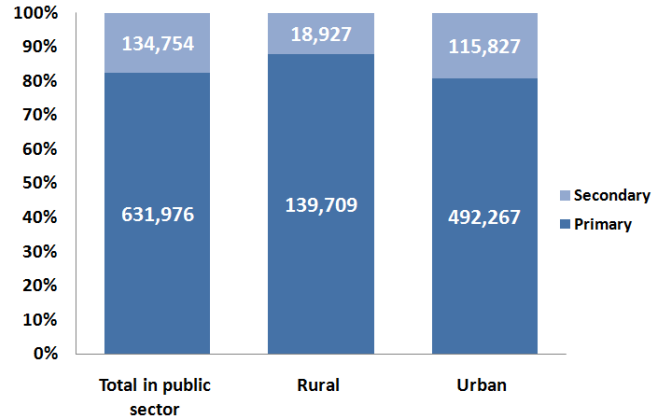


Source: World Bank, SABER – Teachers 2010.

Government schools account for 70 percent of enrollment. Some 24 percent and 6 percent of the total student body, respectively, attend schools managed by the United Nations Relief and Works Agency for

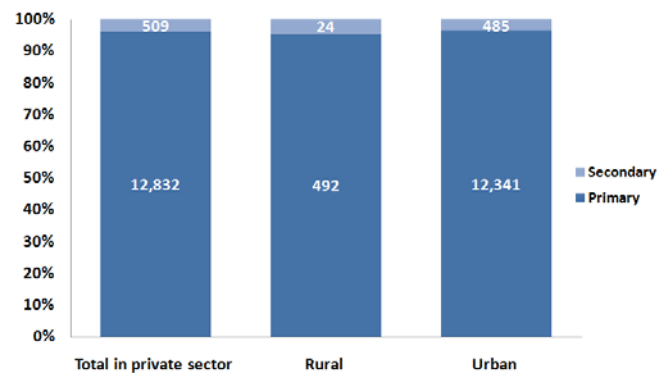
Palestine Refugees in the Near East (UNRWA) and private schools.

Figure 2. Number and share of public school students by level and location



Source: World Bank, SABER – Teachers 2010.

Figure 3. Number and share of private school teachers by level and location

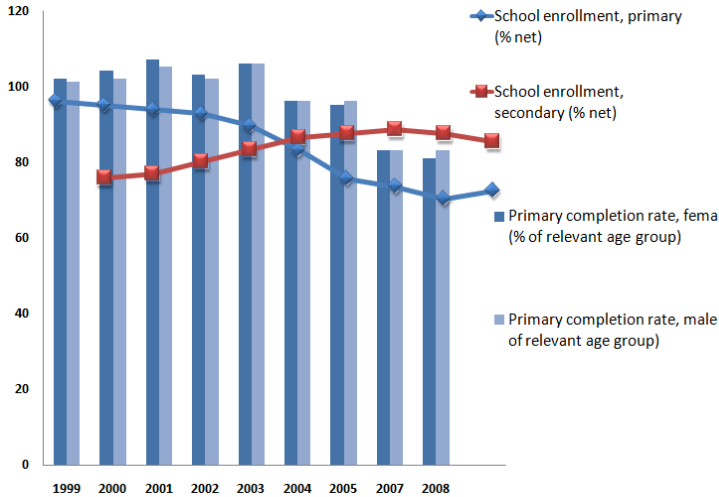


Source: World Bank, SABER – Teachers 2010.

While UNRWA schools and the private sector account for 30 percent of student enrollment, they account for approximately 40 percent of the total teaching force. Around 96 percent of private school teachers work in urban areas. UNRWA, operates one of the largest school systems in the Middle East, with 663 schools employing more than 17,000 teaching and support staff and educating more than 500,000 students. The education program is UNRWA's largest area of activity, accounting for half of its regular budget and 70 percent of its staff. Basic education is available free of charge to all registered refugee children who are 15 years-old or younger. Almost all of UNRWA's schools operate on

double shift, with two separate groups of pupils and teachers sharing the same buildings.

Figure 4. Indicators for both enrollment rates and showing gender parity over the last decade



Source: World Bank, World Development Indicators 2010.

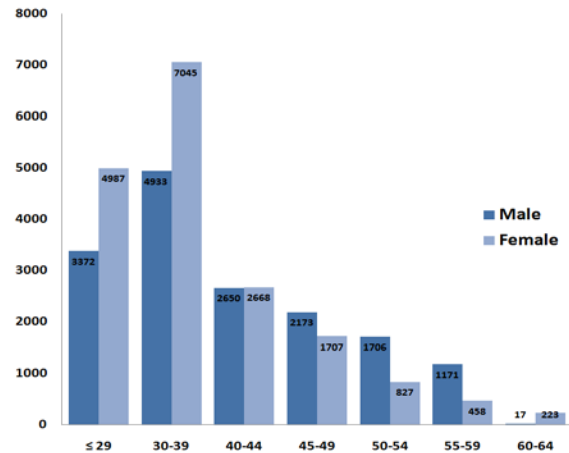
Access to education is equitable with respect to gender, location (rural and urban), and refugee status. However a more concerning trend is the decrease in the primary enrollment rate (Figure 4) since 1999. Furthermore children are facing psychological trauma, the limited service for students with special needs has also become evident. Under the EDSP, the 600 lowest-performing schools (presumably serving the lowest socio-economic groups) will be targeted first for upgrading during a pilot phase, followed by upgrading of several hundred more schools.

There is an almost equal divide between male and female teachers in public schools: 53 percent of public school teachers are women, with more female teachers concentrated in the younger age brackets (Figure 5). Around 60 percent of teachers are under 40 years of age, while the average age of a school principal is 47. Only 4 percent of teachers work on a part-time basis. The private sector is staffed by only around 39 percent male teachers.

All teachers are members of one national teacher organization. There were about 9 to 15 strikes in the past 3 years (demanding increased pay), although in both 2008 and 2009, only a single day of school was lost. In contrast, in 2007, there were 15 days of strike

action, and 6 days of school were lost. Recently, the Deputy Prime Minister’s Office has acted as mediator between the Minister and the teacher organization, likely contributing to the reduction in strike actions.

Figure 5. Distribution of public school teachers by age and gender



Source: World Bank, SABER – Teachers 2010.

West Bank & Gaza’s Ministry of Education & Higher Education (Policies Committee) sets policies, while implementation takes place at the local level. Around 62.9 percent of local governments provide funding for school maintenance (includes building new classrooms, supplies provision, etc.) through the Education Tax. Under the EDSP, the structure of the MoEHE including all levels and institutions will be reviewed and modified to reflect recent and expected developments and to prevent overlap in functions. The Plan intends to deepen decentralized management by delegating responsibilities to the district level (in accordance with Palestinian Law number 11, 1998). According to the EDSP, because of the Second Intifada, some schools have started experimenting with, or fully implemented, the concept of school-based management. However, no systematic evaluation of this process has taken place.

Box 1. Reforms outlined in the EDSP (2008-2012)

- ✓ Annual 2% increase in school-based management.
- ✓ Decentralization plans will be formulated by 2010.

Source: World Bank, SABER – Teachers 2010.

Goal 1: Setting clear expectations for teachers

Emerging ●●○○

Expectations for student learning are not outlined, and teachers' working time is narrowly defined to teaching time exclusively.

Expectations for student learning are not clearly outlined. The MoEHE is responsible for designing a national curriculum, which sets the contents in detail, informing teachers of required subject content that should be taught to students at different grades. However, no educational authority is responsible for setting standards for what students should know and be able to do at each grade level. This is a concern because standards, which provide measurable goals of student learning, can be more useful than curricula. The existence of standards would make it easier for Palestinian teachers to know whether their students are achieving what is expected at each grade level.

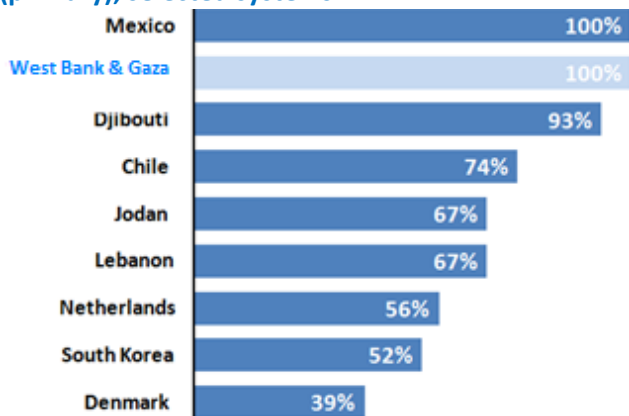
There are clear expectations for what teachers are supposed to do. Palestinian teachers' tasks are guided by recently implemented performance standards. The Commission for the Development of the Teaching Profession (CDTP), whose members include university professors, is a semi-autonomous entity that provides recommendations to the Ministry on these goals. In determining the content of tasks, the Ministry has outlined that teachers are responsible for: teaching, grading assignments, supervising students, integrating difficult students, mentoring fellow staff members, standing in for absent teachers, carrying out administrative functions, and collaborating on the school plan.

Teachers may not have enough time to fulfill their duties.

The MoEHE determines teachers' working time, thereby providing protection to teachers from arbitrary time management decisions at the school level. The school year consists of 183 days (nearly all top-performing systems have more than 180 days of school) at both primary and secondary levels. However, schooling hours at the primary level (5.5 hours per day; 1006.5 hours annually) and at the secondary level (6 hours per day;

1098 hours annually) fall slightly short of schooling hours in high-performing systems (1200 hours). In 2008, the school day was reduced by one period (40 minutes) per week for both open-ended teachers and contract teachers. Teachers' working time is narrowly defined to teaching time only. A statutory definition of working time exists and refers to the number of hours that teachers spend in the classroom. Mindful of underestimating teachers' working time, West Bank & Gaza might consider widening this definition to ensure that working time accounts for the overall number of working hours for tasks such as lesson-planning and grading. This would recognize the additional hours that teachers may need to put in outside of teaching time to achieve high levels of student learning. The amount of time teachers are expected to devote to their tasks is determined in employment contracts, while the regulations specify only the number of teaching hours per year (800 hours at the primary level and 704 hours at the secondary level). However, there is also an expectation – although this is not stated in law – that teachers devote time to lesson planning (640 hours at the primary level and 704 hours at the secondary level) and administrative duties (128 hours for both primary and secondary levels). This would total over 1400 hours annually, which is in line with top-performing systems. However, given that the time allocations for duties other than classroom teaching are not made explicit, it is questionable whether these are realized. As working time is defined officially as teaching time only, West Bank & Gaza assigns 100 percent of total working time to this task; by contrast, the world's top performers in international student assessments prescribe teaching time at less than 60 percent of total working time.

Figure 6. Share of working time devoted to teaching (primary), selected systems



Sources: OECD, Education at a Glance 2010; World Bank, SABER – Teachers 2010 for Mexico, West Bank & Gaza, Djibouti, Chile, Jordan and Lebanon.

Goal 2: Attracting the best into teaching

Emerging ●●○○

Teacher pay is competitive but many teachers do not meet entrance requirements; information management systems are underdeveloped.

While official requirements for teachers are adequate, a majority of Palestinian teachers is unable to meet them. Teacher requirements set by the MoEHE include: holding a Bachelor's degree, and passing a written test and interview-stage assessment. The 2008 EDSP states that by 2014, all teachers will be required to hold both a Bachelor's degree and an Education Diploma. West Bank & Gaza should carefully consider how this additional requirement is to be achieved, given that according to the most recent data available (2007), around 50 percent of primary education teachers and 66 percent of secondary education teachers do not comply with these requirements. Finally, the Strategy demands that all teachers meet the requirements by 2020 or face dismissal.

A screening process for teacher training exists, but there is limited data to measure how demanding it actually is. Selection into pre-service training programs is based on the test scores in the secondary school-leaving examination. Data on the proportion of admitted applicants into teacher training programs are currently not available to evaluate the extent to which these programs are selective.

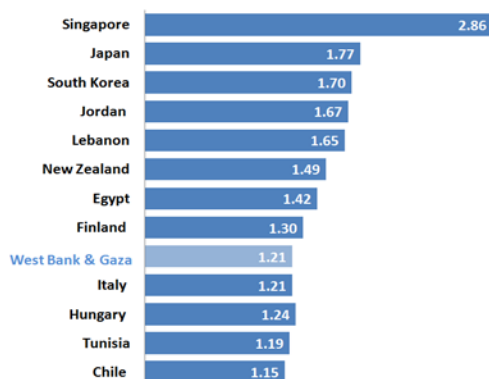
Additional screening processes, such as practical experience and/or succeeding at an interview-based assessment, may increase the selectivity into teacher training. Primary school teachers can enter concurrent training programs (where subject matter knowledge and pedagogical skills can be acquired simultaneously). For secondary school teachers, both concurrent and consecutive programs exist (where subject matter knowledge must be acquired first and then, at a later stage, pedagogical skills are learned). West Bank & Gaza might look into creating more flexible entry points for top graduates or experienced professionals.

A salary scale based on years of service alone might deter strong applicants. Starting salaries are competitive when considered in relation to average incomes: they are equivalent to 540 percent of GDP per capita. However given the inflationary pressures (the increase in prices of food, fuel and clothing) and compared to teachers' salaries in Israel (where teachers earn around 3-4 times more per month than teachers in West Bank & Gaza, at a similar cost of living), teachers' salaries do not compare favorably. Compensation packages incorporate several benefits, including health care, sick leave, retirement benefits, housing support, and travel benefits. A new salary scale and salary increases (of 20-35 percent, depending on degree level) were introduced under the Civil Service Law in July 2005. The law also subsidized teachers studying for degree programs. Salaries rise moderately over a career, and after 15 years a teacher can expect to earn around 1.2 times the starting salary. Figure 7 shows that high-performing and rapidly improving systems pay their teachers between 1.15 and 1.77 times the starting salary after 15 years in the profession. In West Bank & Gaza, it currently takes a beginning teacher holding a Bachelor's degree 25 years to reach the top of the salary schedule. The absence of performance-related pay is also concerning, because this could deter results-driven individuals from entering into the profession. Further, that pay is unrelated to staffing needs in both hard-to-staff schools and critical shortage subjects indicates that West Bank & Gaza is not exploiting a potentially useful tool to recruit where shortages are acute. West Bank & Gaza might consider widening the salary scale differentiation and moving beyond experience and educational attainment as the sole determinants of pay. Finally, leadership positions and

performance related promotions are limited. While lead/master/head of department posts are not currently available and a strong result in a performance evaluation does not yet lead to a promotion, there are plans, mentioned in the Teacher Education Strategy and further developed by the CDTP, to provide for advancement opportunities. These plans to create promotional opportunities (teacher, first teacher and expert teacher) are now near approval by the Palestinian Authority.

Limited data exist on working conditions at schools, but the ratio of students per teacher is manageable. MoEHE's Directorate of Buildings is tasked with monitoring infrastructure standards of public schools, but data on how many schools meet these standards are unavailable. Average student-teacher ratios are relatively low (25 in primary; 21 in secondary). West Bank & Gaza is currently developing data management information systems to track working conditions and shall be able to consider how these may affect the quality of teacher candidates.

Figure 7. Teachers' salary increases after 15 years, selected systems



Sources: OECD, Education at a Glance 2010 for South Korea, United Kingdom and Finland; World Bank, SABER – Teachers 2010 for Jordan, Lebanon, Djibouti, Yemen, Egypt and West Bank & Gaza and Chile.

Goal 3: Preparing teachers with useful information

Emerging ●●○○

Pre-service training providers must be accredited, but there are no official course requirements or corresponding time allocations.

The MoEHE's Accreditation and Quality Assurance Commission is responsible for regulating pre-service training institutions, and programs must be accredited. The existence of an accreditation process is a positive characteristic because it allows institutions seeking to enter the teacher training market to be evaluated, certifying that their courses reach the system-wide standard and have the potential to train students into successful teachers.

During pre-service training, there are no course requirements or specified time allocations for either pedagogy theory/methods or subject-matter knowledge. Clearly defining the required subject coverage and time allocations during pre-service training allows for greater consistency in training offered by different institutions and ensures that all teachers train under a common framework. No information is available to evaluate the extent to which training institutions balance subject matter knowledge with pedagogy theory and methods. Under the Teacher Education Strategy (May 2008), reforms to pre-service training programs were introduced giving clear guidelines for the content and processes of these programs. The Strategy lays out: (i) the programs that are suitable as pre-service teacher education programs for teachers to teach specific student grade levels (for instance a Bachelor's degree is required to be a classroom teacher; (ii) the content guidelines and minimum time for practical experience. The Teacher Education Reference Group (TERG) – whose 14 members include experts in teacher education from MoEHE, UNRWA, higher education institutions and civil society – met 15 times in 2007-08. The Teacher Education Consultative Group (TECG) – comprising the Minister of Education and 30 representatives of higher education institutions, directors at the Ministry, administrators at UNRWA, civil society and teachers' union representatives – reviewed the TERG's advice in formulating the agenda ahead. The guidelines under

the Teacher Education Strategy have been further developed into Teacher Standards that are easily translated into intended learning outcomes for pre-service teacher education programs, while giving sufficient autonomy to the institutions to administer the programs.

Classroom experience is a prerequisite before teachers can preside over their own classrooms, but more time should be devoted to practical experience. Palestinian teachers are required to complete between 0 and 3 months of practical teaching experience as part of their training, significantly below that of top-performing systems, where classroom experience requirements are 1 year or longer. Given that the initial years in the teaching profession can impact long-term effectiveness, West Bank & Gaza might look into whether practical experience timing requirements are aligned with preparing teachers well.

Currently, while induction programs exist, they may be too short to be fully effective. New teachers at both primary and secondary levels have the opportunity of participating in an induction program to smooth their transition from training to work or from different classroom environments. However, West Bank & Gaza might consider whether the program (of 6 months to 1 year) is long enough. In most high-performing systems, programs typically last at least one year. While the length of these programs does not necessarily dictate quality, West Bank & Gaza should look into whether longer programs in other countries incorporate components that would benefit its own inductions.

Box 2. Reforms outlined in the National Teacher Education Strategy, under the EDSP (2008-2012)

- ✓ All new teachers will receive 60 hours of annual professional development;
- ✓ All supervisors delivering training will receive 20 hours of annual training;
- ✓ Supervisor: teacher-in-training ratio will be reduced from 59.1 to 50.

Figure 8. Length of induction programs (primary education teacher training requirements), selected systems



Sources: OECD, 2009 Creating Effective Teaching and Learning Environments: First Results from TALIS for Japan and the United Kingdom; 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 untapped incentives to get teachers to work in hard-to-staff areas and to teach critical shortage subjects.

Teachers are provided with few incentives to take up posts in hard-to-staff schools. Incentives to draw teachers into working in hard-to-staff schools (e.g., better chances of promotion, higher basic salary, scholarships, or food and travel stipends) are not currently offered. In many countries, a lack of incentives for teachers to work in hard-to-staff schools results in having the least qualified teachers working in schools serving the most disadvantaged students and contributes to further inequality in teaching quality and learning outcomes. West Bank & Gaza recognizes that it needs to address the particular needs of hard-to-staff schools, and in the EDSP the 600 lowest-performing schools will be targeted first for infrastructure improvements.

Figure 9. Incentives for teachers to take up posts in hard-to-staff areas.

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

Source: 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.

Using the criterion of teachers' years of experience in the profession as a basis for approving transfer requests may have inequitable effects, exacerbating hard-to-staff schools' recruitment problems. In West Bank & Gaza, the number of years of teaching experience determines whether a teacher is able to transfer from one school to another. In some education systems, using years of teaching experience to grant transfer requests has had undesired effects. When teachers gain greater experience and potentially reach a point where they can understand more deeply the diverse needs of students, they are allowed to transfer to better performing schools (which usually offer more attractive working conditions and serve more socio-economically advantaged students). This could deny disadvantaged areas access to experienced teachers, leaving the least knowledgeable and potentially the least effective teachers in hard-to-staff schools and increasing turnover rates (the average annual national turnover is 25 percent). Determining teacher transfers based on efforts to match teacher skills with student needs would contribute to raise quality and reduce inequities.

There are identified critical shortage subjects, but there are few incentives for qualified entrants. Ensuring that there are skilled teachers in every subject area is a challenge faced by most education systems. West Bank & Gaza has taken steps to identify a set of critical shortage subjects (physics, biology, English, and mathematics in all-boys' schools), which could potentially facilitate planning for increased recruitment in these disciplines. In identifying these critical-shortage subjects, West Bank & Gaza's policies are closely aligned with those of Jordan. This increased foresight is commendable; even in top performing systems, principals report difficulties in recruiting for certain disciplines. Unfortunately, however, there are no incentives for qualified professionals in these subjects to enter teaching. West Bank & Gaza might wish to look into whether shortages in subjects that offer more flexible and competitive job market opportunities (e.g. physics, biology and mathematics) can be addressed through monetary and non-monetary incentives to entice qualified individuals considering other professions (e.g. engineering, medicine) to choose to enter teaching. To attract mid-career professionals from other fields, West Bank & Gaza might look into more flexible routes into teaching.

Box 3. Reforms outlined in the EDSP (2008-2012)

Goals in EDSP

- ✓ More schools to be built and teachers recruited to reduce double-shifting;
- ✓ Greater attention to the needs of disabled students through better equipping schools with facilities;
- ✓ Increasing access to vital social services within schools, educational guidance and career

Goal 5: Leading teachers with strong principals

Emerging ●●○○

Principals' decision-making authority and performance-based incentives are limited, and principals are not expected to provide instructional leadership to teachers.

There exist clear requirements and selection processes for school principals. Having requirements to determine principal selection is important because they influence the type of candidate that will apply for this role. In West Bank & Gaza, principals must hold a tertiary education degree and have 8 and 10 years of teaching experience, respectively, for Master degree holders and Bachelor degree holders. Other selection criteria to assess the skills of principal applicants are in place: a strong performance record over the past 3 years; relevant experience as a deputy principal; completion of a training course specifically designed to prepare would-be principals; on hiring, completion of an induction/mentoring program. A committee in the MoEHE regularly reviews that applicants meet these requirements. In the recent past, a written exam formed part of the process, but it was phased out. The reasoning behind this decision is that evaluations found no correlation between performance in the exam and performance as a principal.

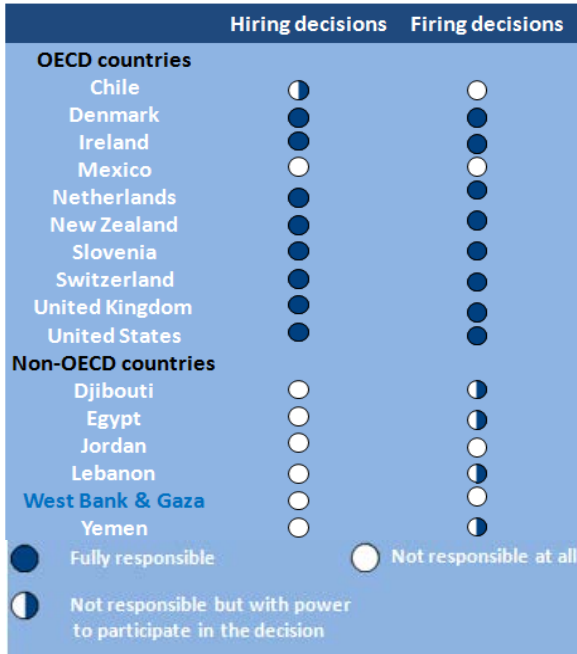
Principals could play a stronger leadership role in guiding teachers to improve instruction. While principals can have a degree of say on the distribution of time during the school day, it is a concern that their job description does not encompass providing guidance to teachers for curriculum and teaching related tasks.

Principals must participate in evaluations to assess their performance, and their pay is competitive relative to pay in high-performing systems. Local education authorities conduct regular performance evaluations of principals. Principal pay is very competitive, at around 687 percent of the GDP per capita. This places West Bank & Gaza in line with top-performing systems (which pay school principals more

than 100 percent of their GDP per capita). While the same salary schedule is applied to both principals and teachers, a principal's total compensation package is 28 percent above a regular teacher's. West Bank & Gaza might wish to consider more deeply whether the candidates it attracts to principal positions differ considerably from regular teachers. Principals do not receive monetary rewards based on performance. West Bank & Gaza may also benefit from exploring options to use performance-related pay as an incentive to motivate principals, especially as their role is integral in instructional leadership.

Although they have a role in evaluating teacher performance, principals can make few decisions to improve teaching. Because principals are often the closest observers and sole evaluators of individual teachers' work, it is desirable to have them exert some decision-making authority over staffing decisions (e.g., selecting teachers, determining teacher pay, and influencing teacher promotions). While principals administer the annual internal teacher performance evaluation process and write a report on each teacher, they fulfill a narrow decision-making role in follow-up action. Only the review committee under the MoEHE has the power to dismiss teachers. Further, principals only have a nominal ability to decide on teachers' time allocations for their tasks. The areas that principals can affect based on results from the assessments – professional development and instructional approaches – may have the potential to lead to improvements in school quality. West Bank & Gaza could consider expanding the decision-making authority of principals so that they may be more effective instructional leaders.

Figure 10. Principals’ decision-making role in hiring and firing, selected systems



Source: 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 ●●●○

There is some student achievement data from *ad hoc* assessments, but teacher evaluations appear to be process-driven.

Some student achievement data exist to inform teaching, but assessments are primarily donor-funded. National assessments have taken place occasionally, such as The First National Assessment for sixth graders (1999) that tested a sample of 12-year-old students. Other assessments have been administered with greater regularity: The Second National Assessment for fourth graders tested a sample of 10-year-old students in 2005, 2008, and 2010. Similarly, the Third National Assessment for tenth-graders tested a sample of 16-year-old students in 2008 and 2010. These assessments enabled students’ scores to be linked to individual teachers. The more data, the more teachers can understand their students’ weaknesses and the better placed they will be to readily identify solutions, Thus, West Bank & Gaza might consider introducing

additional assessments in earlier grades. In addition, the assessments would be made better suited to informing, improving and rewarding effective teaching if they assessed all students in a designated age group (census-based).

West Bank & Gaza has participated in three ad-hoc, donor-financed sub-national assessments. The Project Based Assessment to third- and fourth-graders (2003 and 2004) assessed a sample of 9- to 10-year-old students; the Educational Designed School Impact Study to fourth- and tenth-graders (2000) assessed a sample of 10- and 16-year-old students; the UNICEF Development in Student Achievement to second-, fourth- and sixth-graders assessed a sample of 8-, 10-, and 12-year-old students. In spite of the one-off nature of these assessments, students’ scores could be matched to individual teachers.

Box 4. Reforms outlined in the EDSP (2008-2012)

- ✓ Align school achievement tests to the curriculum;
- ✓ Develop procedures to use achievement diagnostics, national and international tests,
- ✓ Decrease the ratio of teacher/ supervisor from 71.7 to 50;
- ✓ Match the supervisor to the teachers who instruct in the supervisor’s specialty.

Over the last decade, West Bank & Gaza has participated in international student assessments. WBG participated in the Trends in International Mathematics and Science Study (TIMSS) in 2000, 2003, and 2007 and is scheduled to take part in the next round, in 2011. In 2000, West Bank & Gaza took part in the donor-funded regional initiative, Education for All Assessment.

Teacher evaluations are conducted regularly, but they do not consider progress in student learning. In West Bank & Gaza, principals and the Office of Education in 16 designated districts – 13 in the West Bank and 3 in Gaza – are responsible for evaluating all teachers. Principals annually evaluate teachers in their school, and the MoEHE, through the Office of Education, conducts teacher performance evaluations bi-annually.

In internal and external performance evaluations, a teacher’s appraisal is informed by the principal’s individual assessment and classroom observation, and student learning or feedback from parents and colleagues are not considered. One limitation of relying on direct classroom observation is that teachers tend to better perform under the scrutiny of evaluators. Overall, both evaluations consider almost identical criteria (only the internal evaluation takes attendance into account) -- namely, teachers’ knowledge of the subject they teach, compliance with the curriculum, teaching processes (including methods used to assess students as well as their participation), lesson planning, and the use of homework assignments in the classroom.

Few teachers fail their evaluations. In 2009, only 1.5 percent teachers failed an evaluation, which may suggest that the evaluations are process-driven.

Figure 11: Information used when evaluating teachers

	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	✓	✓	✗	✗	✗
Lebanon	✗	✓	✗	✗	✗
West Bank & Gaza	✗	✓	✗	✗	✗
Yemen	✓	✓	✗	✗	✗

Source: 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

Established ●●●○

Data are used to improve instruction, but there are no minimum required hours for professional development.

Teacher performance data are used to develop instructional practices and professional development. All professionals can constantly improve, and teachers are no exception. In West Bank & Gaza, both internal

teacher and external evaluations are used to inform teachers on how they can develop their instructional practices and to allocate professional development opportunities. However, because professional development is not required, this guidance from evaluations may not always be followed. Based on the evaluation results, underperforming teachers are assigned to a supervisor. In implementing the Teacher Education Strategy 2008, it would be useful to look carefully at what the current support programs offer poor-performing teachers and how instructional practices can be improved. The ESDP notes that, “lecturing and rote learning are still the predominant teaching and learning methods.”

Box 5. Reforms outlined in the ESDP (2008-2012)

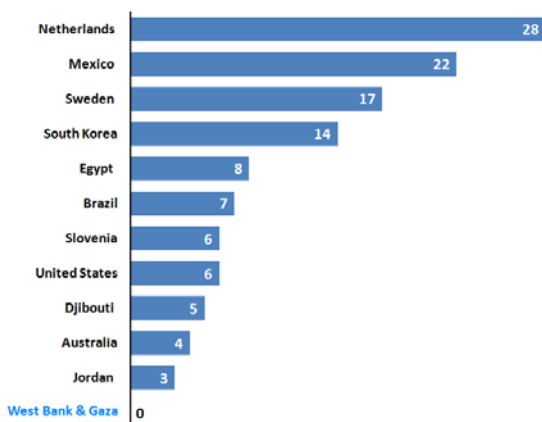
- Goals in ESDP**
- ✓ All definitions in databases must be harmonized;
 - ✓ Officials need to be trained in using databases in decision-making;
 - ✓ Data must be used in programming efforts and increase cooperation between all different groups.

While teachers do not have to fund professional development from their own finances, there is no formal written requirement to participate. However, while formalized participation requirements are not laid out in teacher contracts, in practice teachers have been obliged to participate in numerous workshops during the past 16 years. Almost all teachers have been called by the respective Directorates of Education to participate in workshops. The MoEHE is responsible for overseeing the provision of professional development, while local educational authorities and non-profit teacher centers also play a role. There are no official time specifications outlining how much time teachers should devote to professional development. In high-performing systems, required days of professional development range from a minimum of 4 to a maximum of 28 days per year. As teachers in the West Bank & Gaza are not formally 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 any hours for this. Fortunately, if teachers are able to take part, professional development is funded by MoEHE, local educational authorities, schools as well as, through both donor grants and Non-Governmental Organizations.

Professional development is varied and covers several aspects related to teaching. For teachers who do take part in professional development, different types of professional development activities are offered, including traditional activities such as courses, workshops, conferences and seminars. In the past teachers have complained that workshops offered involve only passive learning. Now on offer are other forms of professional development that are proving effective in other education systems, such as qualification programs, observation visits to other schools, and participation in school networks. Mentoring programs are currently absent and West Bank & Gaza might consider including them. The content of these activities is broad, covering not only support in carrying out administrative tasks but also aspects related to teaching, such as subject-matter knowledge, teaching the curriculum, classroom management, instructional practices, training in applying audio-visual tools in learning, and providing guidance on teaching students with special needs.

Figure 11. Number of required days of professional development



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

Emerging ●●○○

Few behavior-related accountability mechanisms exist, and performance incentives and sanctions are weak.

Teachers do not have to fulfill continuing requirements. West Bank & Gaza does not have in place requirements that must be fulfilled on a continuing basis to remain qualified as teachers. In the EDSP 2008-2012, there is a condition that teachers continue to perform to a satisfactory standard, but this is vaguely defined, as evaluations rarely give teachers an unsatisfactory performance rating.

Causes for teacher dismissal do not include child abuse or misconduct, and teacher absenteeism is considered only in internal performance evaluations. West Bank & Gaza lacks clear procedures to safeguard vulnerable students and to ensure that teachers who engage in child abuse can be dismissed. Also, teacher misconduct is not a stipulated cause for dismissal. There are limited sanctioning mechanisms available to censure unauthorized teacher absenteeism: while pay can be withheld for each day of unauthorized absence and internal evaluations may take this into account, such behavior rarely results in dismissal. The principal can note regular offenders, but the decision to dismiss a teacher lies with the MoEHE Committee, which can act only after two successive reviews.

Teacher performance-related incentives are largely absent. 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. West Bank & Gaza 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 West Bank & Gaza to explore alternatives to motivate strong teacher performance.

West Bank & Gaza has put in place a probationary period prior to awarding open-ended status to new teachers. This is positive, especially as the first years of teaching are among the best available predictors of a teacher's performance later on in the career. However, while teaching experience and qualifications are considered, performance evaluations are only an optional factor to take into account to determine the granting of open-ended status. Further, all public school teachers are employed as tenured civil servants, making employment termination later on very challenging. While once a teacher has an open-ended appointment the results of the performance evaluation process may be legally used for dismissal, the fact that there were only 21 reported dismissals in 2009 (0.06 percent of the total teaching force) makes it questionable whether the problem of ineffective teachers is addressed adequately.

Figure 12. Regulations for teacher dismissal and probationary periods, selected countries, selected systems

	Dismiss teachers 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; World Bank, SABER – Teachers 2010.

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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 policies in the area of Teacher Policy.

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