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

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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

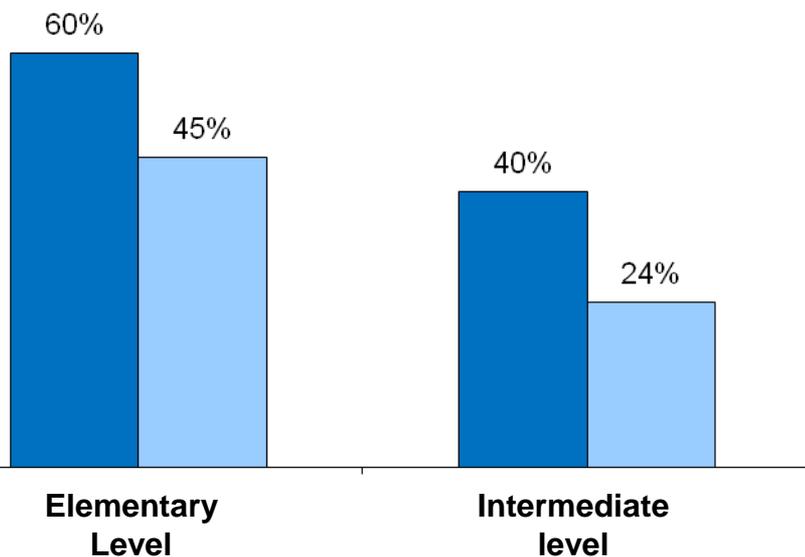| Results of TIMSS 2007 in Science for Grade 8	
Country (Average)	Rank
Singapore (567)	1
Chinese Taipei (561)	2
Japan (554)	3
Korea, Rep. of (553)	4
Armenia (488)	17
Norway (487)	18
Ukraine (485)	19
Jordan (482)	20
Malaysia (471)	21
Thailand (471)	22
Serbia (470)	23
Bahrain (467)	26
Syrian Arab Republic (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

- 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
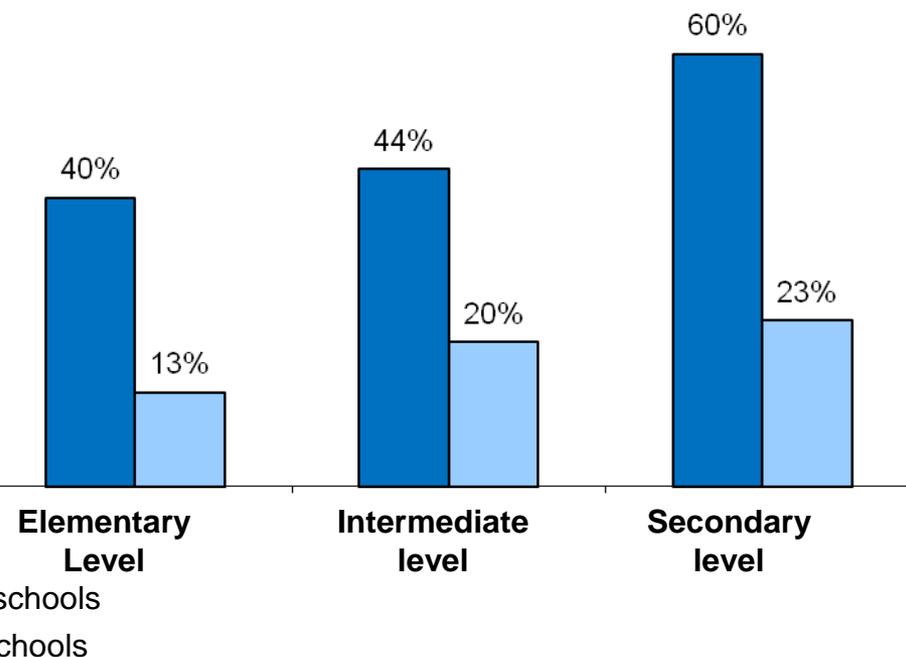
Arabic Countries   Lebanon

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

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Student repetition rates
2008-2007

Over-age student rates
2008-2007

Student repetition rates 2008-2007:

- Elementary Level: Public schools 60%, Private schools 45%
- Intermediate level: Public schools 40%, Private schools 24%

Over-age student rates 2008-2007:

- Elementary Level: Public schools 40%, Private schools 13%
- Intermediate level: Public schools 44%, Private schools 20%
- Secondary level: Public schools 60%, Private schools 23%
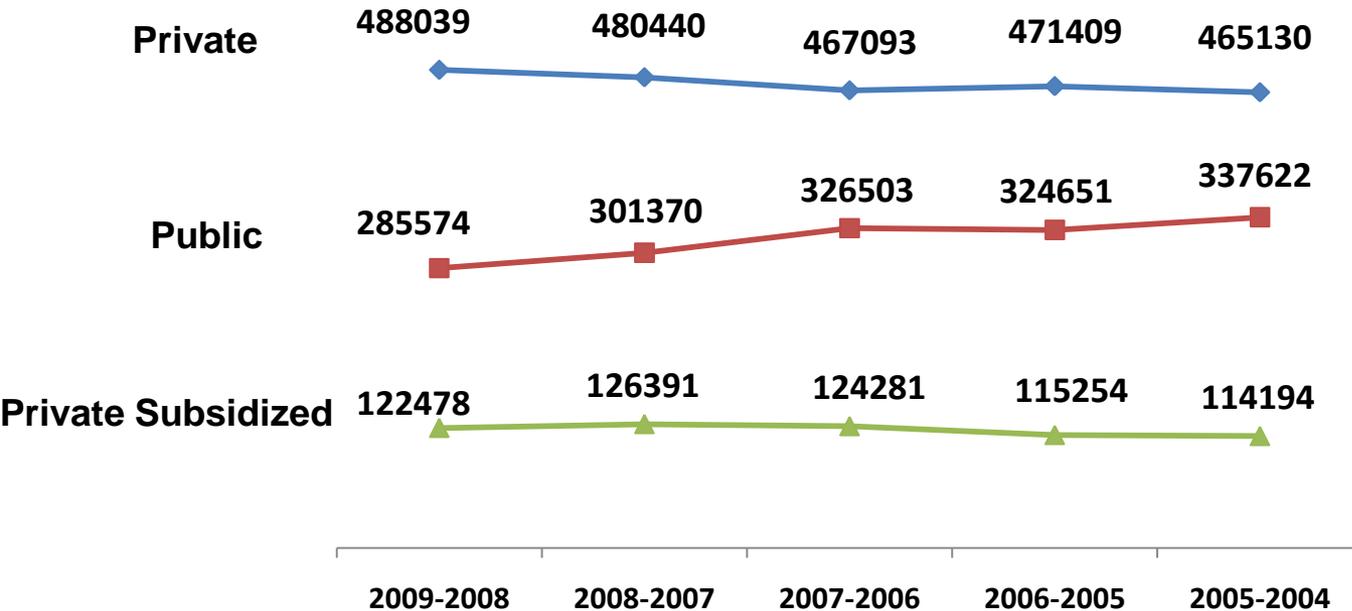
Legend:
- Private schools
- Public schools

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.

Source: ECRD Statistics 2007-2008

Number of Students in Schools
2004-2009

Private

488039 480440 467093 471409 465130

Public

285574 301370 326503 324651 337622

Private Subsidized

122478 126391 124281 115254 114194

2009-2008 2008-2007 2007-2006 2006-2005 2005-2004

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
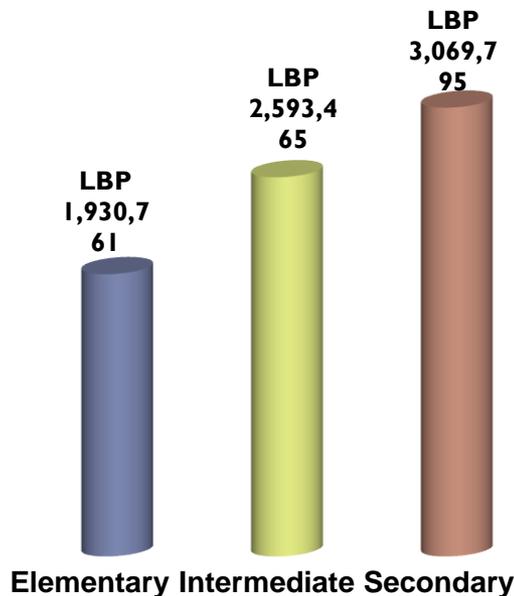- The absence of extracurricular activities

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
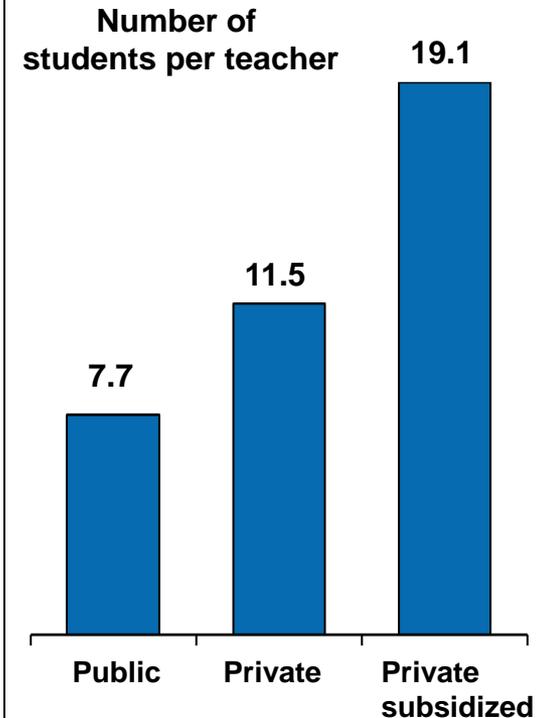
Comments

- 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

LBP 1,930,761 — Elementary
LBP 2,593,465 — Intermediate
LBP 3,069,795 — Secondary

Excess in the quantity of under qualified teachers

Number of students per teacher

7.7 — Public
11.5 — Private
19.1 — Private subsidized

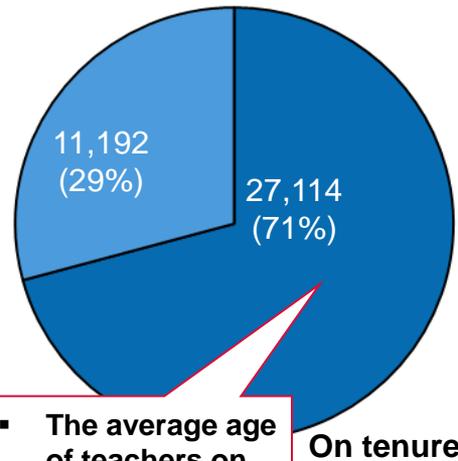| Under qualified teaching workforce	An Increase in the percentage of contracting teachers	The shortage of teachers in certain subjects and regions
▪ Despite the relatively high number of teachers, there is a significant shortage in the number of teachers in specific subjects and certain regions	**contractors** 11,192 (29%) 27,114 (71%) **On tenure** ▪ **The average age of teachers on tenure is 58 years**	**public school teachers' qualifications** 54.5% — Do not hold a university degree 41.3% — Hold a university degree 4.2% — Hold a specialized degree ▪ **School principals do not have specialized degrees (32.5% have been recently trained)**
▪ **Reasons:** -The absence of an incentives system based on performance -The absence of an effective system for evaluating the performance of the teaching staff	▪ **Reasons:** -Absence of laws and regulatory frameworks and mechanisms that govern the contracting process	▪ **Reasons:** -The absence of the necessary laws to ensure the recruitment of qualified teachers
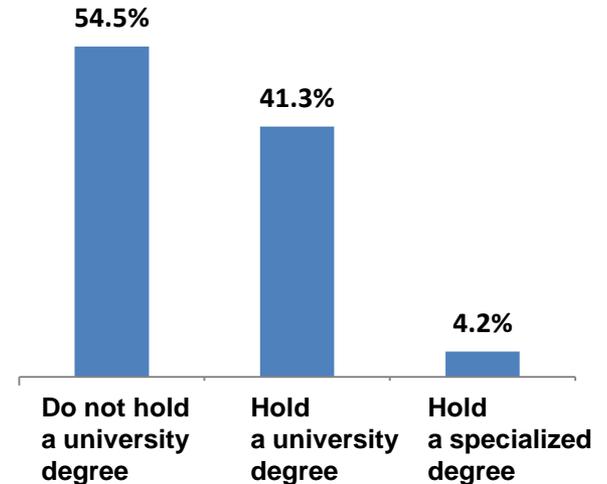
Lack of Mechanisms for Curriculum Development

- 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

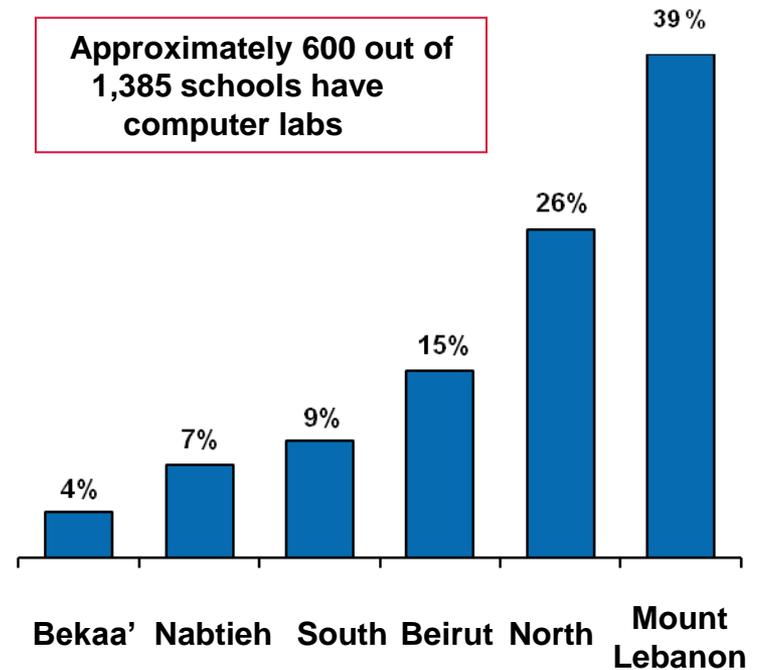- There is an unequal distribution of students:
  - 153 schools of a total of 1107 schools contain less than 50 students

The percentage of schools connected to the internet

Approximately 600 out of 1,385 schools have computer labs

Bekaa'	Nabtieh	South	Beirut	North	Mount Lebanon
4%	7%	9%	15%	26%	39%

The Basic Foundations
for the Strategic Orientations of Education
in Lebanon

The National Education Strategy in Lebanon is based on the fundamental principles cherished in the Lebanese Constitution and the National Accord Convention as well as on the laws and regulations governing educational matters which emphasize freedom of and right to education and ensuring the accessibility and equality in opportunities and requirements of education to all. Those principles have also been emphasized in international convention that Lebanon abides by; the most of these are: Declaration of Human rights; the International Convention of economic, social, and cultural rights; and the International Agreement on the Rights of the Child.

This strategy derives its orientation from the agreed-upon fundamental educational principles, especially the humanistic approaches to education that Arab and International educational conventions build on to direct the child towards the comprehensive development of the individual; the reinforcement of respect for human beings and their basic freedom; the development of the ability to actively participate in a free society; the development of a sense of responsibility in a spirit of understanding, peace, and friendship; and the commitment of wide social partnership among those concerned with education in order to ensure meeting the human need for education and for building a knowledge society.

The strategy derives its basic foundation from the educational realities in Lebanon with its particular traditions, especially the closer partnership between public and private sectors in the provision of educational services and in the unique place of Lebanon in the Arab world and internationally which resides in Lebanon's human capital and in its creative and technical power. It also resides in Lebanon's efforts to reform public and higher education, developing and strengthening vocational and technical education to meet the country's development and construction needs, and revising and developing curricula to reinforce national identity and integration as well as spiritual and cultural openness.

I: Education Available on the Basis of Equal Opportunity

1: Education available to children aged 3-5; public education accessible to this age group.
- Expanding children's opportunities for enrollment in pre-school
  - Making public education available for 3- to 5-year-old children and raising enrollment rate for 3-years old to be equal to that of 4-years old

2: Compulsory Basic Education until the age of 15; the state should give access to public education for all, based on the right of every individual to quality education. Education should give everyone, including learners with special needs, equal opportunity for enrollment, for educational continuation and for success.
- Making public education available to all
  - Increasing the level of net enrollment in elementary education to 98% and in intermediate education to 90%
  - Decreasing rates of repetition
  - Increasing the rate of mastery of public school students of the needed competencies for passing official examinations
- Caring for learners with special needs (gifted and retarded) in formal education in basic education
  - Providing all that is needed for caring for learners with special needs in basic education

3: Secondary Education (general, vocational and technical) available equally: in enrollment, educational continuation, and success. Students would be given the chance to choose among academic and technical education specializations and the opportunity to choose elective courses in order to reinforce their autonomy and to help them improve their educational and career choices.
- Expanding opportunities of enrollment in secondary education
  - Increasing the net enrollment level to 65% in secondary education
- Providing equal opportunities between the public and the private sectors for success in official examinations

- Increasing the level of acquisition of students in public secondary schools of the required competencies for passing school and official examinations
- Developing one system for secondary education
  - Developing frameworks and systems for opening pathways among the various tracks of secondary education, both general and vocational, and providing opportunities for choice among courses

4: Higher Education (including technical education), available equally and organized in a manner that allows for academic mobility among its various sectors and institutions, provides support for students, and adapts to new trends and student needs.

- Improving opportunities for enrollment and continuation in higher education (including technical education)
  - Increasing the percentage of students enrolled in higher education so that it approximates similar percentages in developed countries
  - Improving effectiveness in the Lebanese University
  - Improving educational services in higher education
- Developing one system for higher education
  - Increasing academic mobility in higher education

II: Quality Education that Contributes to Building A Knowledge Society

5: Education characterized by the high quality of its curricula, institutions, and outcomes; an education that is aligned with national and international standards.

- Improving the quality of education in pre-school
  - Developing quality components in pre-school
- Continuous improvement of the quality of curricula in general education
  - Developing a system for the continuous development, implementation, and evaluation of curricula and for the benefit by MEHE from evaluation studies and innovative experiments

- Revising the current curricula in general education
- Producing a school textbook of high quality
- **Professional development of teaching staff and professionalization of teaching in general education**
  - Securing professionally well-prepared teaching staff for basic and secondary education
- **Improving the quality of the teaching/ learning environment in general education**
  - Providing public schools that are properly equipped and have the human resources needed for achieving the targeted educational goals
  - Providing a healthy and active school climate
  - Providing the human resources needed for achieving educational goals
- **Professional development of the administrative staff in schools in general education**
  - Providing school administrative staff who are qualified both educationally and administratively
- **Improving the quality of learning outcomes in general education**
  - Reaching an achievement level of learning outcomes that is satisfactory according to international standards and in line with national standards
- **Improving the quality of vocational and technical education**
  - Providing quality secondary vocational and technical education
  - Providing quality higher technical education
- **Improving the quality of higher education**
  - Providing quality higher education

6: Education oriented towards the development of knowledge, skills, and attitudes needed for handling information and the intensive use of Information and Communication Technology (ICT).
- **Orienting education towards building a knowledge society**
  - Developing the curricula, personnel, and structures needed for the intensive use of information technology and communication in teaching and learning in pre-university education

7: Education that develops the general education of individuals and provides them with critical thinking skills and moral reasoning, enabling them to live and work in a modern, changing society and to become lifelong learners.

- **Preparing students for lifelong learning**
  - Develop general education curricula and personnel to enhance the development of thinking and moral reasoning abilities
  - Develop general education curricula and personnel to enhance the development of the individual's general education

III: Education that Contributes to Social Integration

8: Education that develops citizenship in its three dimensions: National identity, civic participation, and human partnership.

- **Strengthening the role of education in developing national identity**
  - Forming students who think and behave on the basis of the principle that national identity represents the main and first identity that precedes any other identity
- **Strengthening the role of education in developing civic participation**
  - Forming students who are capable of civic participation
- **Strengthening the role of education in human partnership**
  - Forming students capable of practicing human partnership

9: Education that contributes to social cohesion and provides learners with the knowledge, skills, and attitudes needed for living together in a diverse society.

- **Increasing the contribution of education to social cohesion**
  - Increasing spaces for social mix in education
  - Increasing opportunities of communication and interaction among institutions, teachers, and students
  - Forming students equipped with knowledge, values, and skills for living together in a diverse society

10: Education that contributes to social mobility: horizontally, among geographical locations, and vertically, among social strata.

- **Strengthening the role of education in horizontal social mobility**
    - **Increasing opportunities for academic mobility among geographical locations**
- **Strengthening the role of education in vertical social mobility**
    - **Graduating university students with degrees that have competitive value**

11: Education that contributes to the social inclusion of dropouts and individuals marginalized inside the school as well as to the prevention of social marginalization.

- **Strengthening the role of education in social inclusion**
    - **Providing frameworks for supporting marginalized students and for protection against marginalization**

IV: Education that Contributes to Economic Development

12: Education that contributes to the development of human capital.

- **Availing study opportunities for those who haven't had any formal education and for those wishing to continue their education**
    - **Providing educational services to those who haven't had any formal education and for those wishing to continue their education**
- **Improving the economic investment of the educational repertoire of the people**
    - **Improving the professional dimensions of education**

13: Education that provides quantitatively and qualitatively competent work force to meet the needs of the Lebanese market and that can compete in free job markets.

- **Increasing the rate of employment among graduates**
    - **Improving the connection between the higher education supply and development demands**

- **Higher education to keep up with the globalized job market**
  - **Providing a workforce with higher education degrees that is capable of competing internationally**

V: Governance of Education

- **Shifting towards strategic administration at the Ministry**
  - **Developing documents, systems and mechanisms necessary for drawing a framework for looking after the public concern in education**
  - **Enabling MEHE to undertake the task of drawing an educational**
- **Investing social capacities in developing educational policies at the national level**
  - **Developing frameworks for involving civic and educational organizations in public decision- making**
- **Modernizing the educational administration**
  - **Restructuring the MEHE**
  - **Automation of the administration in MEHE**
- **Improving efficiency in the public schools**
  - **Gradual movement towards an autonomous administration in public school**
- **Improving efficiency in managing public education**
  - **Increasing the efficiency of the MEHE in the management of its material, financial and human resources**
- **Building the capacities of the MEHE**
  - **Upgrading and developing human resources in the MEHE and attracting new qualified human resources**
- **Modernizing the Lebanese University management**
  - **Reorganizing and modernizing the Lebanese University administration
    -Increasing the efficiency of managing the Lebanese University**
- **Looking after the public concern (interest) in private education**
  - **Establishing systems for looking after the public concern (interest) in private education on a partnership basis**

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 device 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   **Programs**   **Objectives**

5

Governance of Education

X. Institutional Development

- 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

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Early Childhood Education

I

Projects

Expected time duration

Performance Indicators

	2010	2011	2012	2013	2014	2015

1.1 — **Issuing the necessary relevant laws and regulations**

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**

- Kindergartens are available in disadvantaged areas
- Increase in the enrollment rates of public kindergartens
- Early Screening Scheme is implemented
- Family awareness program is implemented

Improving Retention and Achievement

Projects

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

Expected time duration

2010	2011	2012	2013	2014	2015

Performance Indicators
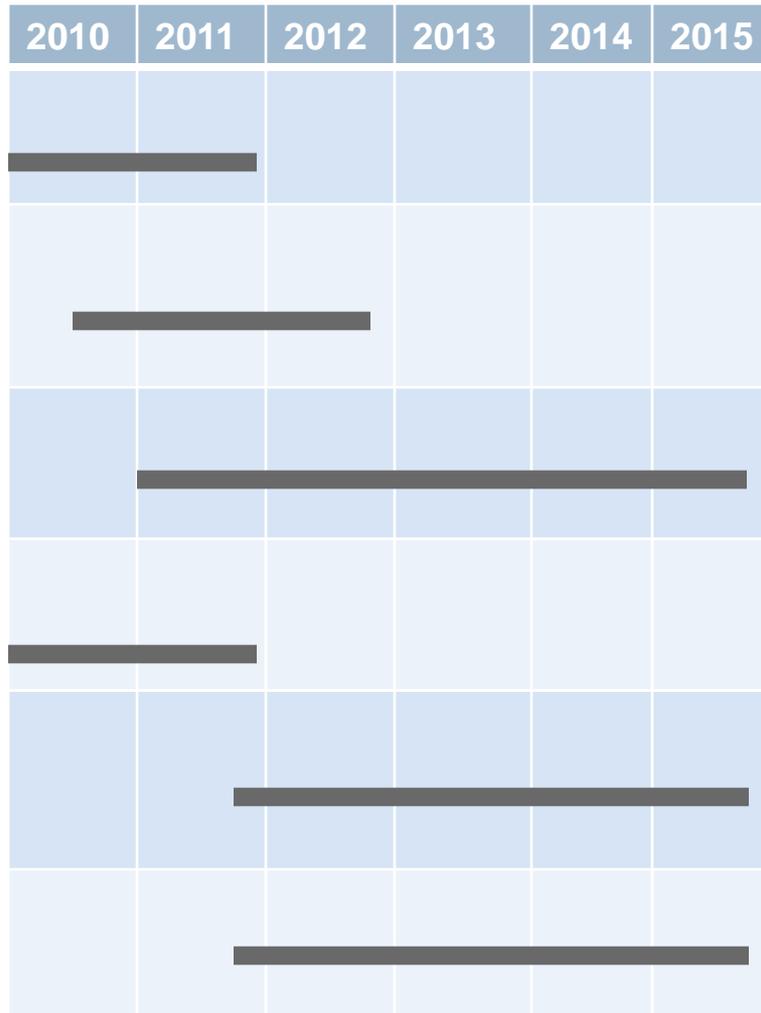
- Compulsory education up to the age of 15 is enacted

- 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.

Projects	**Expected time duration**	**Performance Indicators**

	2010	2011	2012	2013	2014	2015
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)		▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬				

Performance Indicators:

- % 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

4.1 The establishment of national standards for teacher professionalization and for new standards for teacher recruitment

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

Expected Time Duration

Project	2010	2011	2012	2013	2014	2015
4.1	███	███				
4.2		███	███	███	███	███
4.3	███	███				
4.4		███	███	███	███	███
4.5	███	███				
4.6		███	███			
4.7			███	███	███	███

Performance Indicators

- 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

Modernization of School Management

Projects	Expected Time Duration						Performance Indicators
	2010	**2011**	**2012**	**2013**	**2014**	**2015**	

Projects

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

Performance Indicators
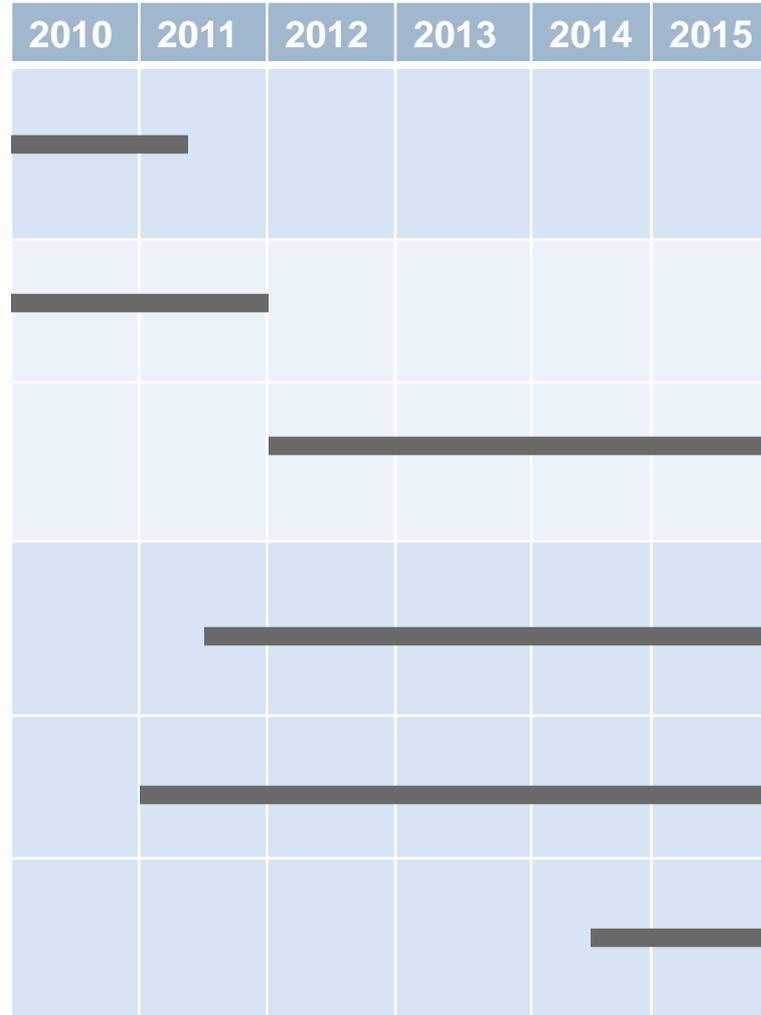
- Internal regulations of schools are modified and implemented

- 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

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VI Education Assessment and Curriculum Development

Projects

6.1 Adaptation and issuance of the history curriculum

6.2 The preparation of History textbooks for basic education

6.3 Setting basic and clear foundations for the modification of the curriculum and for the identification of learning objectives and revision mechanisms

6.4 Revising learning outcomes in order to allow for further curriculum development

6.5 Updating mechanisms and tools related to education outputs (the available tools and information and communication technology in education)

6.6 Developing conditions and standards for the production of textbooks and teacher guides

6.7 Developing methods, criteria and mechanisms for evaluating textbooks

Expected Time Duration

2010	2011	2012	2013	2014	2015

Performance Indicators

- History curriculum for basic education is implemented
- Curriculum structure is updated and modernized mechanisms are revised
- Standards for school text books are implemented
- Standards and mechanisms for text book evaluation are implemented
- New guides for teachers are distributed and utilized

Projects

Expected Time Duration

Performance Indicators

	2010	2011	2012	2013	2014	2015

7.1 The revision of Civic Education curriculum

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

- % 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

ICT in Education

Projects

Expected Time Duration

Performance Indicators

2010	2011	2012	2013	2014	2015

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

- 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

	2010	2011	2012	2013	2014	2015

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

- 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

Institutional Development

X

Projects

Expected Time duration

Performance Indicators

	2010	2011	2012	2013	2014	2015

1 0.1 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

- 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

Projects

Expected Time Duration

Performance Indicators

2010	2011	2012	2013	2014	2015

10.7 **The development and application of the mechanisms that link between planning and preparation of the performance based budget, the allocation of resources, and the monitoring and evaluation program**

10.8 **The development of mechanisms and monitoring and evaluation tools, for all the sector development programs**

10.9 **The implementation of training for administrators in the monitoring of the development programs**

10.10 **The development of manuals for procedures, operations, programs, and monitoring and evaluation**

10.11 **The development of mechanisms for the issuance of quarterly and annual reports of the progress of programs**

- Teachers are qualified and trained on the implementation of this program

- Planning procedures, monitoring and evaluation are modified in accordance with the PBB to finance the education sector

- The framework for the monitoring and evaluating of all programs is implemented

- Training of administration personnel on the monitoring and evaluation mechanisms is implemented

- Quarterly report on the progress of the programs is issued

- Annual report based on impact is issued

The General Education Sector: Facts and Figures
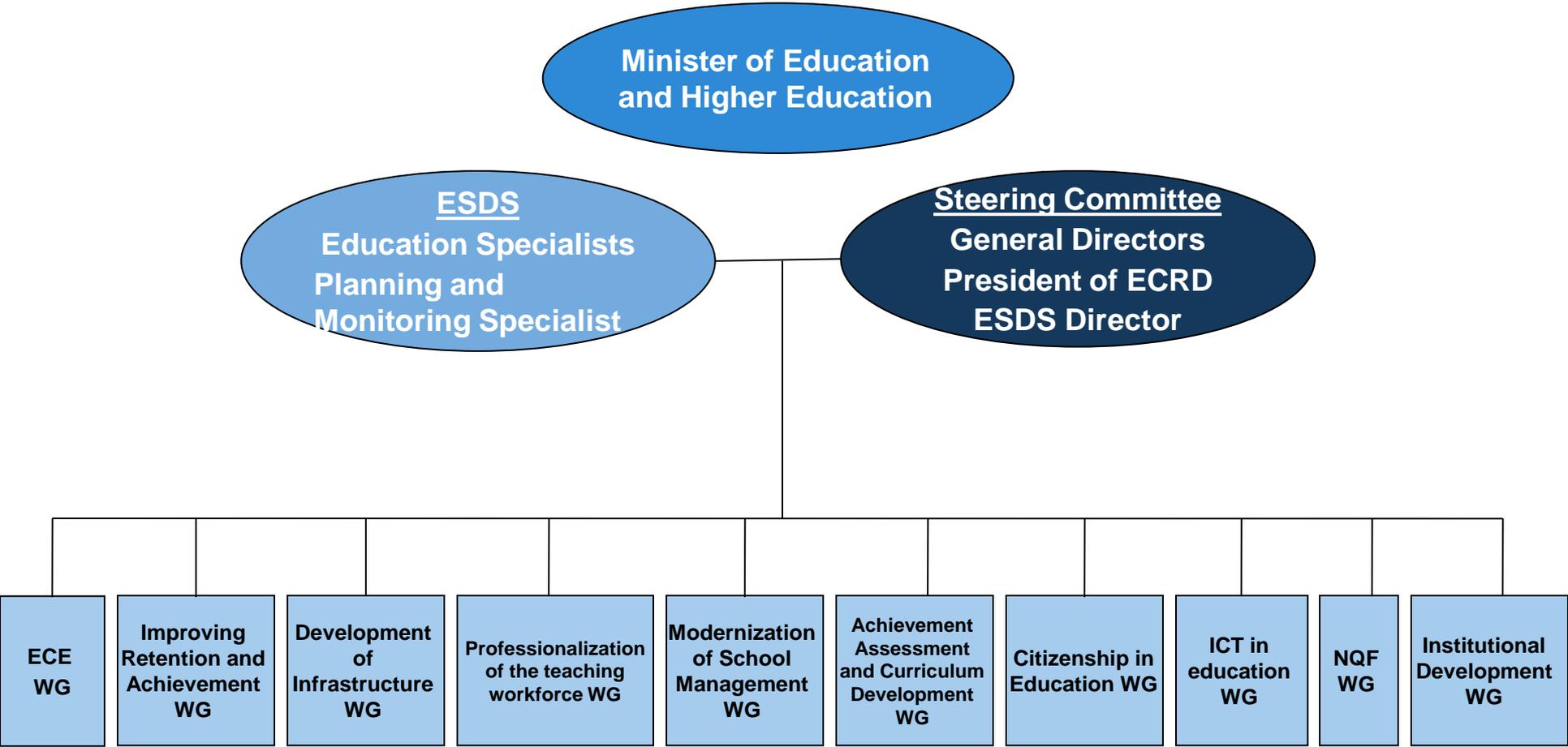
National Education Strategy Framework

Priorities and Suggested Programs

Working Mechanism and Working Groups

Suggested Sources of Funding

Index: Some Statistics of the General Education Sector

The programs will be implemented through working groups made up of education specialists and personnel from concerned administrations

Minister of Education and Higher Education

ESDS
Education Specialists
Planning and Monitoring Specialist

Steering Committee
General Directors
President of ECRD
ESDS Director

| ECE WG | Improving Retention and Achievement WG | Development of Infrastructure WG | Professionalization of the teaching workforce WG | Modernization of School Management WG | Achievement Assessment and Curriculum Development WG | Citizenship in Education WG | ICT in education WG | NQF WG | Institutional Development WG |

Implementation through working groups for the programs, which include: education experts and personnel from concerned administrations

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Funding of the General Education Development Programs

		Funding Entities
Total expected amount	**$ 102 M**	•**Institutions and Donating Countries**
amount held in the budget of the ministry	**$ 20 M**	•**General Budget/ year**
Amount needed for program continuation	**$ 60 M**	•**Not available**
Cost of program over 5 years	**$ 262 M**	

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TIMSS 2007 Results in Mathematics for Grade 8

Country (Average)	Rank
Georgia (410)	33
Iran, Islamic Rep. of (403)	34
Bahrain (398)	35
Indonesia (397)	36
Syrian Arab Republic (395)	37
Egypt (391)	38
Algeria (387)	39
Colombia (380)	40
Oman (372)	41
Palestine (367)	42
Botswana (364)	43
Kuwait (354)	44
El Salvador (340)	45
Saudi Arabia (329)	46
Ghana (309)	47
Qatar (307)	48

Country (Average)	Rank
Scotland (487)	17
Serbia (486)	18
Italy (480)	19
Malaysia (474)	20
Norway (469)	21
Cyprus (465)	22
Bulgaria (464)	23
Israel (463)	24
Ukraine (462)	25
Romania (461)	26
Bosnia and Herzegovina (456)	27
Lebanon (449)	28
Thailand (441)	29
Turkey (432)	30
Jordan (427)	31
Tunisia (420)	32

| Country (Average)	Rank
Chinese Taipei (598)	1
Korea, Rep. of (597)	2
Singapore (593)	3
Hong Kong SAR (572)	4
Japan (570)	5
Hungary (517)	6
England (513)	7
Russian Federation (512)	8
United States (508)	9
Lithuania (506)	10
Czech Republic (504)	11
Slovenia (501)	12
Armenia (499)	13
Australia (496)	14
Sweden (491)	15
Malta (488)	16

Arabic countries   Lebanon

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

TIMSS 2007 Results in Science for Grade 8

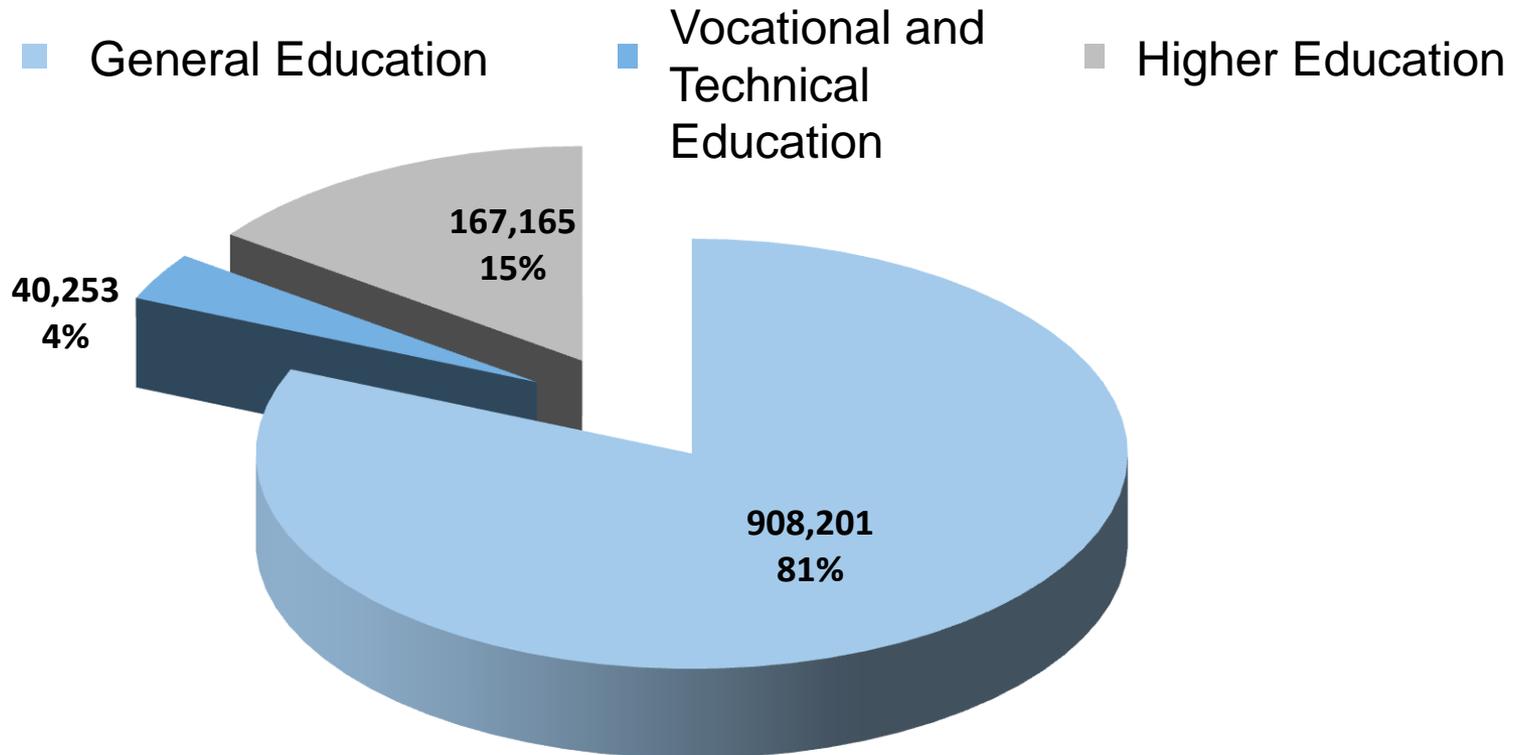| Country (Average)	Rank
Cyprus (452)	33
Tunisia (445)	34
Indonesia (427)	35
Oman (423)	36
Georgia2 (421)	37
Kuwait6 (418)	38
Colombia (417)	39
Lebanon (414)	40
Egypt (408)	41
Algeria (408)	42
Palestine (404)	43
Saudi Arabia (403)	44
El Salvador (387)	45
Botswana (355)	46
Qatar (319)	47
Ghana (303)	48

Country (Average)	Rank
Armenia (488)	17
Norway (487)	18
Ukraine (485)	19
Jordan (482)	20
Malaysia (471)	21
Thailand (471)	22
Serbia (470)	23
Bulgaria (470)	24
Israel (468)	25
Bahrain (467)	26
Bosnia (466)	27
Romania (462)	28
Iran, Islamic Rep. of (459)	29
Malta (457)	30
Turkey (454)	31
Syrian Arab Republic (452)	32

Country (Average)	Rank
Singapore (567)	1
Chinese Taipei (561)	2
Japan (554)	3
Korea, Rep. of (553)	4
England (542)	5
Hungary (539)	6
Czech Republic (539)	7
Slovenia (538)	8
Hong Kong SAR (530)	9
Russian Federation (530)	10
United States (520)	11
Lithuania (519)	12
Australia (515)	13
Sweden (511)	14
Scotland (496)	15
Italy (495)	16
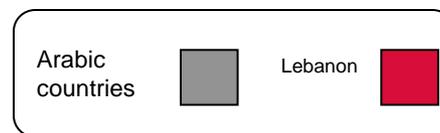
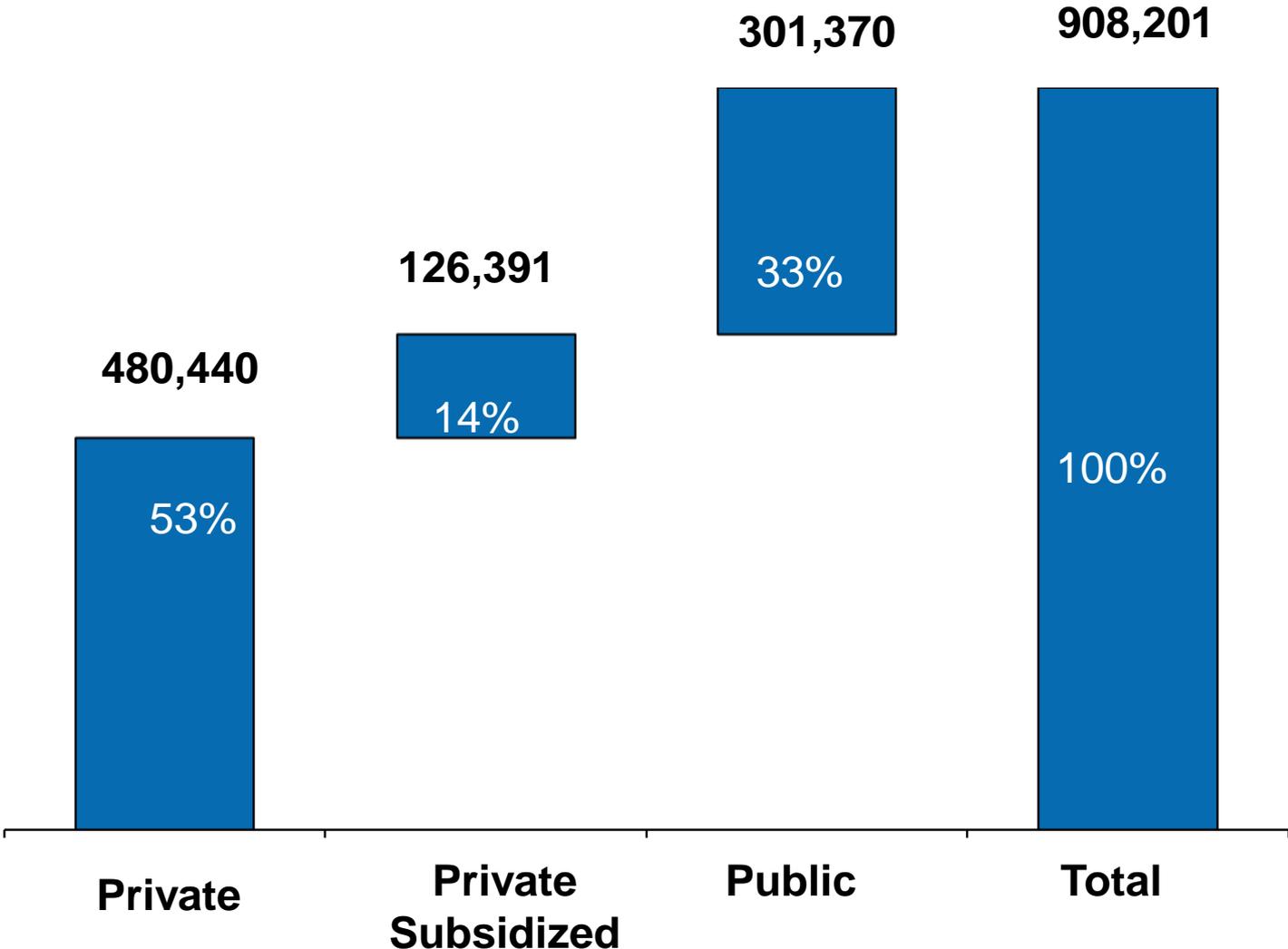Arabic countries [grey]   Lebanon [red]

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

Total Number of Students According to Education Sectors 2007-2008

General Education

Vocational and Technical Education

Higher Education

167,165
15%

40,253
4%

908,201
81%

Student Distribution for the Academic Year 2007-2008

Private: 480,440 — 53%
Private Subsidized: 126,391 — 14%
Public: 301,370 — 33%
Total: 908,201 — 100%

Student Distribution for the Academic Year 2007-2008

Elementary

- Private: 208,973 — %47
- Private Subsidized: 101,637 — %23
- Public: 134,630 — %30
- Total: 445,240 — %100

KG

- Private: 95,973 — %64
- Private Subsidized: 24,754 — %16
- Public: 29,553 — %20
- Total: 150,280 — %100

Secondary Level

- Private: 60,448 — %50
- Public: 61,052 — %50
- Total: 121,500 — %100

Intermediate Level

- Private: 115,046 — %60
- Public: 76,135 — %40
- Total: 191,181 — %100

Number of teachers and Students
in General Education 2007-2008

Number of teachers

- 41,827 — **%48** — Private
- 6,605 — **%8** — Private Subsidized
- 39,376 — **%44** — Public
- 87,808 — **%100** — Total

Number of students/ teacher

- 7.7 — Public
- 11.5 — Private
- 19.1 — Private Subsidized

Number of students

- 480,440 — **%53** — Private
- 126,391 — **%14** — Private Subsidized
- 301,370 — **%33** — Public
- 908,201 — **%100** — Total
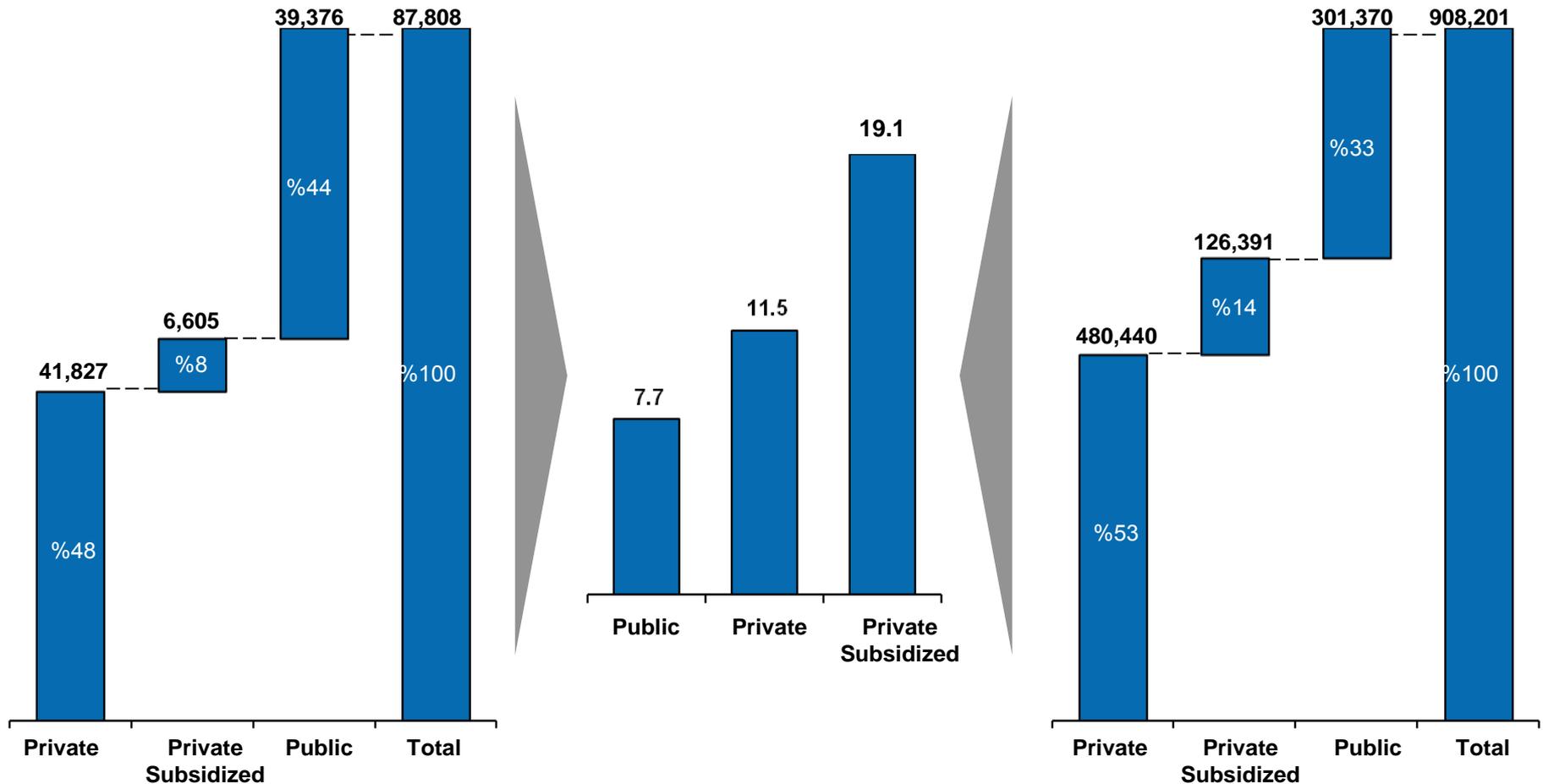
Number of Public School Buildings 2007-2008