



# Egypt

## TEACHERS

SABER Country Report  
2010

### Policy Goals

**1. Setting clear expectations for teachers**

Expectations for students and teachers are well defined; teacher working time legislation should be more clearly defined.

### Status

Advanced



**2. Attracting the best into teaching**

While teacher pay is competitive, results from the secondary school graduation examination could be used to select only top applicants.

Established



**3. Preparing teachers with useful training and experience**

Egypt has recently implemented new preparation requirements; a focused approach to evaluating their impact could provide clear lessons.

Established



**4. Matching teachers' skills with students' needs**

There are incentives for teachers to work in hard-to-staff areas, yet untapped potential exists to ensure that qualified individuals in particular subject areas choose to enter and remain in teaching.

Latent



**5. Leading teachers with strong principals**

A clearer leadership pathway has been recently implemented, and principals can provide direct instructional support.

Established



**6. Monitoring teaching and learning**

Sufficient student achievement data to inform teaching are available; teacher evaluations are carried out with great frequency, but few teachers are rated as low-performing.

Advanced



**7. Supporting teachers to improve instruction**

Weak teachers are supported through professional development and the guidance of a supervisor; professional development is wide in content but narrow in sharing good practice throughout the system.

Established



**8. Motivating teachers to perform**

The length of teacher probationary periods has been extended, but the implementation of sanctioning mechanisms to remove low-performing teachers remains questionable.

Established



### Education System at a Glance

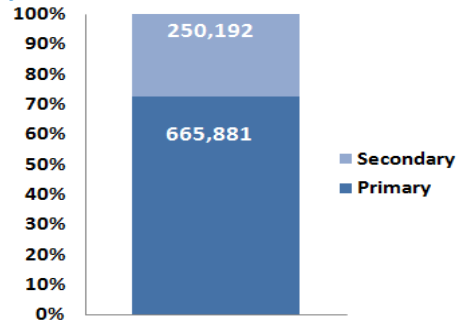
In 2008 (the most recent data available), Egypt spent 3.8 percent of GDP on public education; in 2003 this figure was recorded as 4.9 percent.<sup>1</sup> In 2008, Egypt spent 11.9 percent of total public spending on education; in 2003, this figure was recorded as 16.2 percent.<sup>2</sup> However, over recent years, Egypt has achieved important improvements in access to primary education. The primary enrollment rate reached 94 percent (2007) from 86 percent at the beginning of the decade. Egypt’s secondary enrollment rate (71 percent in 2002) compares favorably to other countries in the Middle East and North Africa region and to other low-middle income countries.<sup>3</sup> Despite these improvements, learning outcomes remain a source of concern. Egyptian students’ mean scores in the Trends in International Mathematics and Science Study Mathematics (TIMSS) declined between 2003 and 2007, from 406 to 391 points. Thus, improving the quality of education is a priority for the country.

Egypt’s education system consists of 6 years of primary education (ages 6-12 years), and 6 years of secondary education (ages 12-18 years). Education is compulsory until the age of 15.

Around 93 percent of the teaching force is concentrated in the public sector. A significant majority of public school teachers (72.6 percent) work at the primary level. This aligns with the fact that 85.8 percent of the total number of public school students are at the primary level.

<sup>1</sup>World Bank, *World Development Indicators* 2010.  
<sup>2</sup>World Bank, *World Development Indicators* 2010.  
<sup>3</sup>World Bank, *World Development Indicators* 2010.

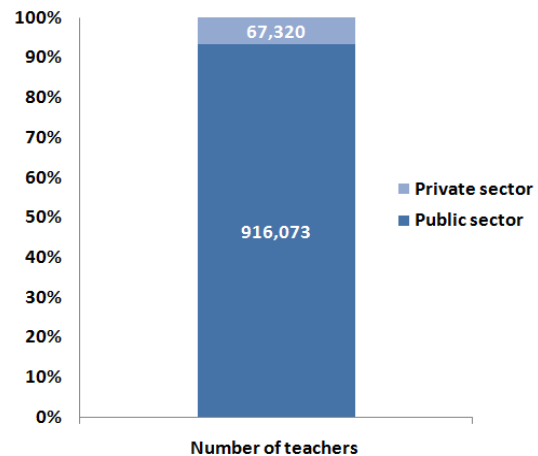
Figure 1. Number and share of public school teachers by level



Source: World Bank, SABER – Teachers 2010.

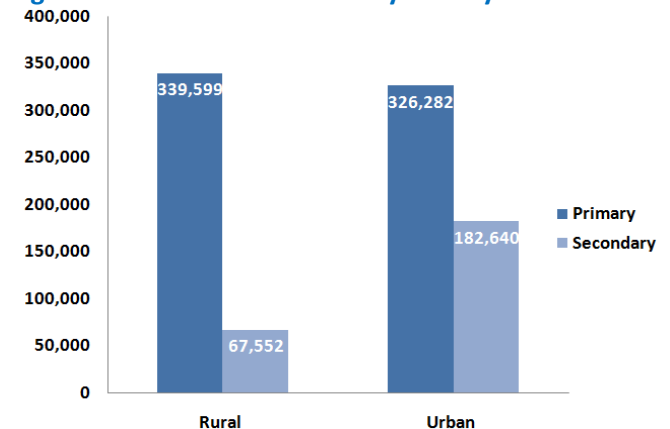
Of the total number of teachers employed in the private sector, which includes private, government-independent schools, 88.5 percent are working at the primary level.

Figure 2. Number of teachers and teacher distribution by sector



Source: World Bank, SABER – Teachers 2010.

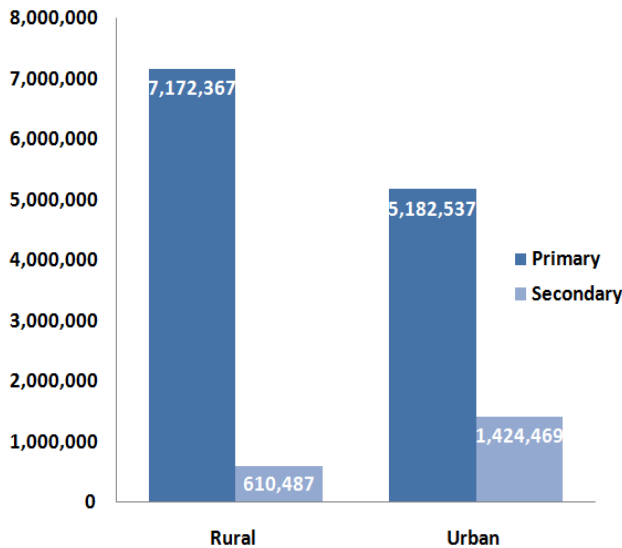
Figure 3. Number of teachers by locality



Source: World Bank, SABER – Teachers 2010.

At the primary level, the teaching force is split almost evenly between rural and urban areas. However at the secondary level, there are around 2.7 times as many teachers working in urban areas. This seems to respond to student enrollment patterns: at the secondary level, there are 2.3 times more students attending schools located in urban areas than rural areas.

**Figure 4. Number of students by locality**



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

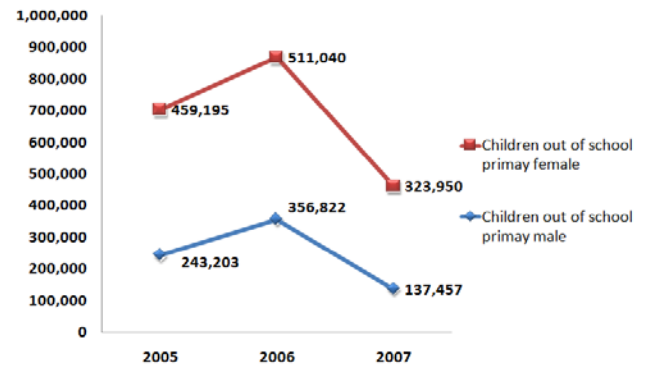
While the poor have benefitted the most from the expansion of the education sector,<sup>4</sup> Egypt should pay attention to rural inequality. Despite the fact that the rural student population is 1.3 times greater than that of the urban areas, it is served by a similar-sized teaching force.

Gender equity in access to primary education remains elusive. In 2007 there were around 2.3 times more girls than boys who were not attending primary school. Drop-out rates for girls are double those for boys.<sup>5</sup>

<sup>4</sup>The World Bank 2008.

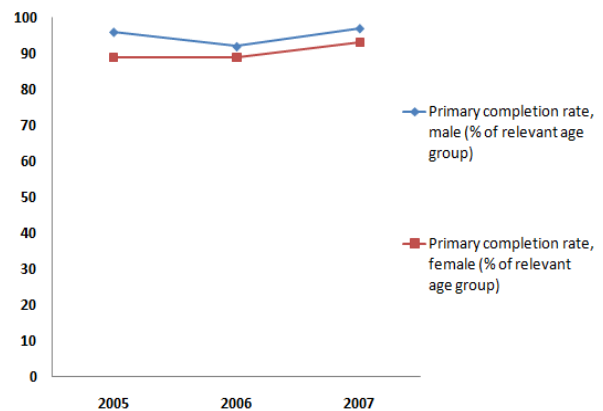
<sup>5</sup>UNESCO, *Global Education Digest*, p.35.

**Figure 5. Number of out of school primary children, by gender**



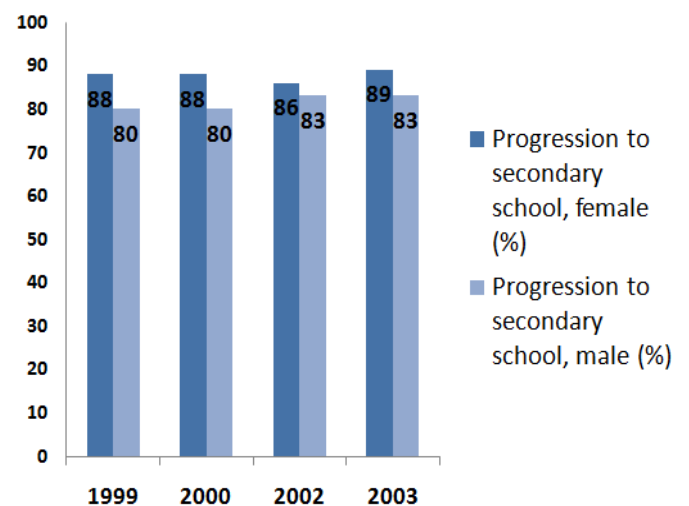
Source: World Bank, *World Development Indicators 2010*.

**Figure 6. Primary completion rates by gender**



Source: World Bank, *World Development Indicators 2010*.

**Figure 7. Progression to secondary school by gender**



Source: World Bank, *World Development Indicators 2010*.

The mandatory retirement age for male and female teachers is 60 years. Around 54 percent of principals are male, with an average age of 45 years. The majority of teachers work full-time with just under 14 percent of teachers working part-time. The GoE plans to hire 80,000 new assistant teachers annually during the next 5 years, which will provide the system with 400,000 new teachers according to quality standards established by the Professional Academy for Teachers.

The majority (88 percent) of public school teachers hold an open-ended employment status, while the rest are employed under contractual arrangement. In the private sector, all teachers are contractually employed.

There is one national teacher organization: the Teacher Syndicate, with 52 branches representing teachers at the sub-national level and a total membership of 2,000,000 teachers. The right to strike exists and mandatory collective bargaining takes place at the national level. Strike action has never occurred.

The Ministry of Education and the Professional Academy for Teachers are the primary institutions responsible for setting teacher policies. In implementing policies, the MoE and PAT take on a strong role alongside the Educational Directorates at the Governorate Level. Finally, in overseeing policy compliance, the MoE works alongside the Educational Directorates at the Governorate Level, the National Authority for Quality Assurance and Accreditation of Education (NAQAE) and the National Center for Examination and Educational Evaluation (NCEE), created in 1990 as a semi-independent organization.

### Box 1. Reforms underway

#### Part A: Scope of reform

1. Comprehensive curriculum and instructional technology reform
2. Institution- based accreditation
3. Human resources and professional development
4. Institutionalization of decentralization
5. Technology development and information systems
6. Modernization of monitoring and evaluation Systems
7. School construction and maintenance
8. Improving efficiency, supporting education quality and expanding access
9. Early Childhood Education
10. Basic education reform
11. Modernization of secondary education
12. Community-based education for girls and out-of-school children
13. Education for students with special needs

#### Part B: Measuring the reform process

1. 36 National Education Indicators to report on progress in the reform areas

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

## Goal 1: Setting clear expectations for teachers

Established ●●●●

**Expectations for teachers and students are well defined; teacher working time legislation should be more clearly defined.**

**Expectations for what students should know and be able to do are well defined.** Egypt has a national curriculum, which sets out the content in detail, informing teachers of required subject content that

should be taught to students at different grades. Standards set by the MoE prescribe what students should know and be able to do at each grade level. By providing measurable goals of student learning, student standards should allow Egyptian teachers to know the extent to which their students are achieving the learning outcomes expected at each grade level. The Center for Curriculum and Instructional Materials Development (CCIMD), a national-level authority, designs and develops the national curriculum and textbooks aligned to the standards.

**Expectations for what teachers are supposed to do are well defined.** Teacher performance goals are defined by the PAT and the NAQAA (managed by a Board chaired by the Minister of Education, and reports to the Prime Minister). PAT is also responsible for determining the tasks and responsibilities that teachers are expected to carry out. The CCIMD has been made responsible for modernizing the curriculum framework through integration of instructional technology to enhance active learning.

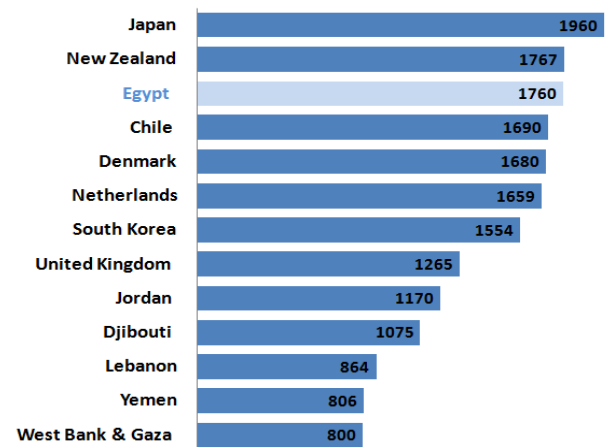
**Teachers have enough time to fulfill their duties, but legislation is unclear on how to distribute working time across various tasks.** PAT determines the official working time for teachers at both the primary and secondary level in Egypt. The annual total working time is 1,760 hours, which is equivalent to or longer than that of some top-performing systems. Nonetheless, neither PAT nor the MoE have set specific legal time requirements for the amount of hours that teachers are expected to devote to both teaching and other duties. In practice, teachers in primary education devote around 18 hours to teaching, 18 hours to planning and preparing lessons, 5 hours to administrative duties, and 5 hours to school improvement. As for secondary school teachers, on average, 12 hours are devoted to teaching, 15 hours to planning and preparing lessons, and 8 hours to administrative tasks. It would provide teachers with greater clarity to legislate the time allocations for their tasks. A statutory definition of working time exists, acting as a common understanding of how teachers' tasks are determined and remunerated and refers to the overall number of hours spent at school. While this definition is wider than number of teaching hours, it is limited by not recognizing that lesson planning and grading may take place outside of classroom teaching hours.

### Box 2. The 5-year National Strategic Plan for Pre-University Education Reform

The five-year National Strategic Plan for Pre-University Education Reform in Egypt (2007/08 - 2011/12), aims to vastly improve the quality of education. Egypt is undergoing radical changes in 12 program areas in the education sector under the new National Strategic Plan. These changes include the establishment of NAQAA (2006) as an independent and autonomous regulatory institution along with the MoE that sets standards and expectations overall. The new Plan also includes the establishment of the Professional Academy for Teachers (PAT) in order to enhance teaching quality.

Source: World Bank, 2010.

Figure 8. 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 and Gaza.

## Goal 2: Attracting the best into teaching

Established ●●●○

**While teacher pay is competitive; results from the secondary school graduation examination could be used to select only top applicants.**

**Entry requirements are set up to attract talented applicants.** PAT (managed by a Board chaired by the MoE, and reports to the Prime Minister) sets requirements to enter teaching. In 2010, around 39 percent of all applicants were admitted to initial teacher education programs. All teachers can enter both concurrent (where subject matter knowledge and pedagogical skills can be acquired simultaneously) and consecutive training programs (where subject matter knowledge must be acquired first and then, at a later stage, pedagogical skills are learned). Egypt might look into creating more flexible entry points for top graduates or experienced professionals. All teachers graduate from the faculty of education or university, completing an intensive education diploma for one full year. Would-be teachers, and students within faculties of education, specialize in languages (English, Arabic, and French), science, mathematics, history, geography, or chemistry. Students divide their study time between the subject/area of specialization (75 percent), foreign languages (5 percent) and pedagogy theory and methods (20 percent). All applicants to teacher education programs are selected for admission through the following criteria and processes: (i) strong performance in secondary school; (ii) results of the Thanawiya Amma (Egypt's compulsory secondary school leaving examination); (iii) an interview assessment.

The Central Bureau for Admission to University allocates students to the faculties of education where they are eventually admitted. Once they are allocated to a faculty of education, an internal faculty-based entrance examination is held to ensure that the candidates potentially match the profile of a future teacher. This exam operates akin to a waiver as all candidates achieve a passing grade and gain admission. Overall, it is far more challenging to be admitted into medical or engineering school than to a teacher education program. The required secondary school passing grade in the national examination for admission into medical school is 96-98 percent; in contrast, to be admitted into

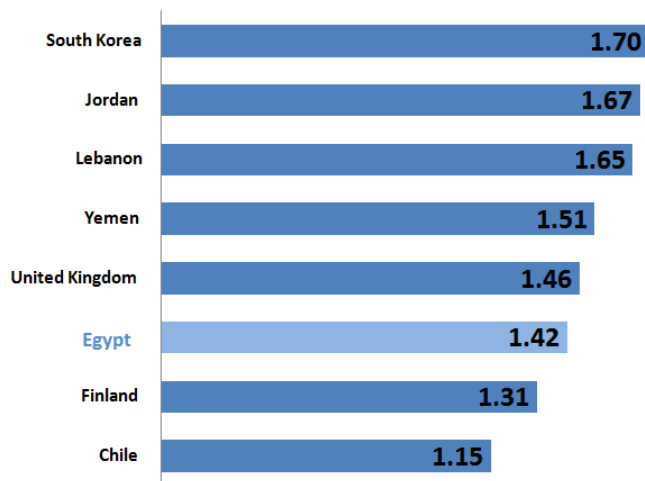
the faculty of education, the average required passing grades are between 80-88 percent for the science and mathematics major, 75-85 percent for literature majors, and as low as 60-70 percent for the faculty of law.

**Pay and benefits are appealing to talented candidates, but they are not differentiated by performance.** Around 97 percent of teachers are employed as civil servants. A professionalized, merit-based cadre was introduced in 2007, which saw teachers' compensation packages rise between 50-150 percent depending on level. Teachers' starting salaries are extremely competitive by world standards and are equivalent to 152 percent of the country's GDP per capita – substantially more than what most high-performing systems pay (around 82-119 percent of their GDP per capita). Salaries (paid on time) rise moderately over a career: after 15 years a teacher with the minimum education qualifications can expect to earn approximately 1.42 times the starting salary, and after 30 years, 4.2 times the starting salary. Compensation packages incorporate several benefits, including: pension entitlements, healthcare, annual leave, sick leave and maternity/paternity leave. The salary schedule does take account of a teacher's performance based on evaluation results, and bonuses for outstanding performance can be awarded by school principals and supervisors. This may encourage motivated individuals to enter into the profession. Pay (through monetary bonuses) is related to staffing needs in hard-to-staff schools, but there are no pay differentiations for particular subjects (where the supply of and demand for teachers qualified in specific subjects may differ).

**There are attractive career opportunities.** Leadership positions (lead/master posts) are available, and a strong result in a performance evaluation may be used in determining promotional opportunities.

**Working conditions are appealing.** Most of the schools comply with hygiene and sanitation standards; eight percent of primary and secondary schools fail to meet the infrastructure standards. Average student-teacher ratios in public schools are reasonable by international standards, at 15:1, as combined for primary and secondary education (18:1 for primary and 8:1 for secondary).

**Figure 9. 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 training and experience

Established ●●●○

**Egypt has recently implemented new preparation requirements; a focused approach to evaluating their impact could provide clear lessons.**

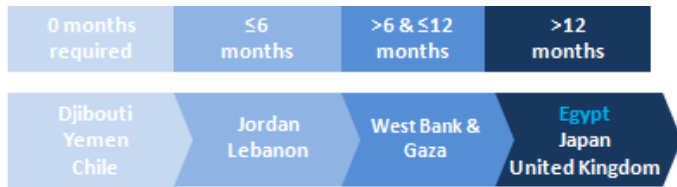
**There are minimum standards for pre-service training. In 2008, PAT was established to enhance professionalism of the teaching profession.** PAT is responsible for: (i) setting the national curriculum for teacher training, including pre-service induction training programs; (ii) ensuring sustainable professional development of teachers; and (iii) licensing teachers according to national standards while linking promotions to the license requirements. Currently, PAT is working closely with the MoE and the faculties of education of universities to ensure that teacher education programs prepare students with the required teacher standards. Further, PAT is responsible for setting accreditation requirements for teacher education programs, which must all be accredited. This requirement forces institutions seeking to offer teacher training to be evaluated and earn certification that their courses reach the system-wide standard and have the potential to train students into successful teachers. The

statutory requirements for the amount of time that education programs allocate for preparing primary and secondary school teachers are defined clearly, with 20 percent of time devoted to pedagogy theory and methods; 75 percent for the selected discipline, and 5 percent for languages. This balance between subject-content training and pedagogic skills training is encouraging, because teachers' knowledge of the subject they teach has been found to correlate with teacher effectiveness.

**Those studying to become teachers are required to have classroom experience.** Under the newly implemented Assistant Teachers' Program (2009/2010), incoming teachers are required to gain practical professional experience. It is positive that teachers should have around 2 years of practical professional experience as part of their training, in line with high-performing systems' classroom experience requirements (1 year or longer).

**New teachers are offered a smooth transition into their first teaching job.** The Assistant Teachers' Program also comprises a strong mentoring component for all teachers. After completing an induction program lasting for 3 to 6 months, beginning teachers take part in a mentoring program lasting 1-2 years (in line with the duration of programs in high-performing systems). The senior mentor is required to continuously assess and provide feedback to the beginning teacher over this period. This should work to ensure that at the end of the period, the beginning teacher is able to meet the system-wide standard. As Egypt intends to hire 400,000 new teachers over the next 5 years under this program, it is important to evaluate its quality in order to improve the training experience for new teachers. Moreover, it might be beneficial for Egypt to look into whether other systems incorporate components in such induction and mentoring programs that could be taken up. Under the new reforms for creating a professionalized teaching force, teachers must pass (cadre) examinations. Currently around 19,980 teachers, comprising 1.9 percent of the teaching force have passed the placement test but are still working on fulfilling the rest of the requirements. Egypt might look into developing its data management systems to ensure that data on teachers who meet preparation requirements can be disaggregated by both location and primary/secondary level.

**Figure 10. Length of induction programs, (primary education teacher training requirements), 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 incentives for teachers to work in hard-to-staff areas, yet untapped potential exists to ensure that qualified individuals in particular subject areas choose to enter and remain in teaching.**

**Teachers are provided with incentives – both salary and monetary bonuses – to take up posts in hard-to-staff schools.** In addition to monetary incentives, better chances of promotion, travel benefits, and scholarships and loan assumption are provided to teachers who take up posts in these areas. This is in line with the practice in high-performing education systems, which offer monetary incentives for teachers to take up posts in hard-to-staff areas. Egypt might consider the extent to which high-performing teachers find it financially attractive to teach in hard-to-staff schools, and whether they are less likely to be concentrated in more affluent areas, serving more advantaged students. In Egypt, the criteria applied to determine a teacher’s transfer request include seniority, job title, performance as assessed by both internal and external evaluators, and inputs from the community. An interview assessment may also form part of the transfer process. It would be useful for Egypt to consider whether the most experienced teachers who may understand more deeply the diverse needs of students, are granted most frequently the opportunity to transfer to better performing schools (which usually offer better 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, thereby increasing turnover rates.

**Figure 11. Incentives for teachers to take up posts in hard-to-staff schools**

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

**Egypt has not identified solutions to deal with the potential problem of shortages of qualified teachers in specific subject areas, such as math and science.** According to the MoE’s data, all academic subjects have more teachers than the system requires, as the country has 26 faculties of education with redundant number of graduates in all subject matters. This suggests that the requirements to enter teacher education programs could be more stringent to reduce the over-supply of teachers and raise the overall quality of the teaching force. Further, ensuring that there are skilled teachers in every subject area is a challenge faced by most education systems. Although it is positive that Egypt is working on implementing the Cadre reforms, raising the quality of teaching in all subjects, there is no explicit policy identifying subjects for which the quality of good teachers may be in short supply. Thus there are few targeted incentives built into the system to attract teachers to particular subject disciplines. Most high-performing education systems monitor and identify



early on potential skilled teacher shortages/oversupply in specific subject areas (e.g. math and science; foreign languages). This early identification allows them to set up incentives to attract skilled and qualified individuals who may instead choose to enter other well-remunerated professions or conversely offer incentives for early retirement to teachers in subject areas where there is an oversupply. Egypt may consider monitoring the implementation of the Cadre reform process in ensuring that strong teachers are offered appealing incentives to instruct in subject areas where there is most need.

## Goal 5: Leading teachers with strong principals

Established ●●●○

**A clearer leadership pathway has been recently implemented, and principals can provide direct instructional support.**

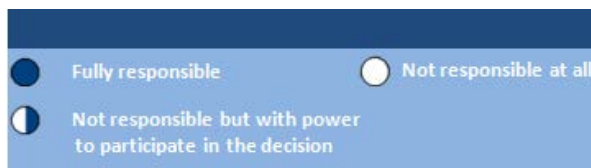
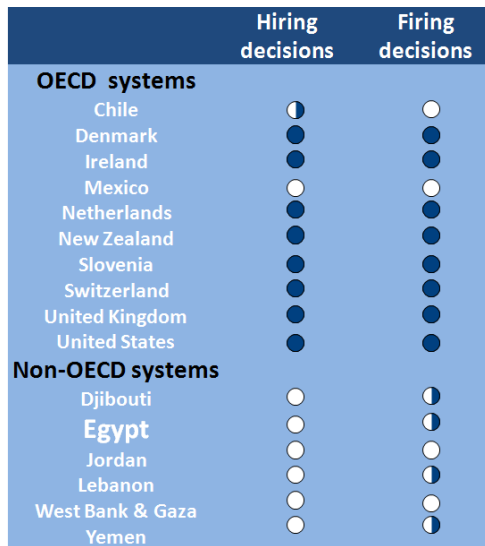
**Requirements are set up to attract talented candidates. PAT and the Education Directorates at the governorate level regulate the process of recruiting school principals.** In each governorate, there is an education directorate that manages all the education affairs and functions as the arm of the MoE at the sub-national level. It is also at this sub-national level where the ultimate authority lies in selecting and hiring school principals. Screening processes for school principals exist and employ multiple criteria. All principals must have a minimum of 15 years of teaching experience and a minimum of 5 years administrative experience, which generally means that principals have an average of 45 years. Candidates must hold a tertiary education degree and are required to complete specific courses and training designed for aspiring school principals as well as the following: pass a written test, complete successfully a supervised internship and participate in an induction/mentoring program. The program newly implemented by PAT in 2009 under the Leadership Programs for Capacity Building of School Principals provides an explicit pathway to becoming a principal. PAT aims to identify and encourage leadership skills in talented teachers from the beginning of their careers, setting them on a clear trajectory to becoming principals. Under this program, a teacher is required to spend a minimum of 4 years in the *Senior Teacher A* category (in addition to successful completion of the

qualifying training program for the post as approved by PAT). Under the National Strategic Plan, Egypt has set the goal of training 40,000 principals and assistant principals.

**Principals are provided with strong incentives to perform well.** Principals have an explicit responsibility to guide teachers in improving instructional practices and applying the curriculum while monitoring teachers' performance of their duties and how school time is allocated. It is also commendable that principals must be evaluated on their performance by the Education Directorate at the Governorate level. However, specific criteria for principal teacher evaluations are not standardized. Principal pay is competitive. The average salary of a principal is almost double that of the average teacher's salary and the total compensation package is around 1.12 percent greater than that of a regular teacher.

**Principals can make few decisions to improve teaching.** Principals have some degree of autonomy to influence teacher pay, particularly with regard to payment for both overtime and for extra responsibilities, since they determine which teachers in their schools work these extra hours and perform these additional tasks. Further, principals can nominate their high-performing teachers to receive extra pay. However, hiring decisions are not made by principals, but by the sub-national authorities for open-ended teachers and local authorities for contract teachers. Principals can have a limited say in teacher dismissals, although the final say lies with sub-national and local authorities. A growing body of evidence shows that principals, when allowed to carry out these functions, apply sound judgment. Egypt may like to consider learning what may be applicable from the experiences of other systems that give their principals more decision-making power in these areas.

**Figure 12. Principals’ decision-making role in hiring and firing, selected systems**



Source: OECD, 2008 – PISA 2006; World Bank, *SABER – Teachers* 2010.

**Goal 6: Monitoring teaching and learning**  
Advanced ●●●●

**Sufficient student achievement data to inform teaching are available; teacher evaluations are carried out with great frequency, but few teachers are rated as low-performing.**

**There are enough student performance data to improve instruction.** Since its establishment in 1990, the National Center for Examination and Educational Evaluation (NCEEE), a semi-independent organization that reports to MoE has been developing, testing, and applying student assessments of student learning in

primary and secondary education. In particular, NCEEE provides technical inputs (designing, administration, and scoring) for the Thanawiya Amma exam.<sup>6</sup> In Egypt, there are 5 student assessments that are administered annually at the national level, 1 for the primary level and 4 for the secondary level. These assessments enable the MoE to understand how well students are learning. At grade 4 (age 10), grade 8 (age 14), and grade 10 (age 16), a sample of students are evaluated in Arabic, mathematics and science for the National Standardized Tests. All students are required to take the Secondary Education End of Stage Examinations with the first stage at grade 11 (age 17) and second stage at grade 12 (age 18). In addition, there are 2 sub-national level tests that are provided on an annual-basis to all students: The End of Primary Stage Standardized Tests in all subjects at grade 6 (age 12), and the End of Preparatory Stage Standardized Tests in all subjects at grade 9 (age 15). Egypt may consider requiring participation of all grade 4 students on the nationally applied standardized assessments to provide a clearer sense of where student learning weaknesses lie. In terms of international student assessments, Egypt participated in the Trends in International Mathematics and Science Study (TIMSS) for grade 8 students in 2003 and 2007, and is scheduled to participate in 2011. Egypt is also scheduled to take part in the Progress in International Reading Literacy Study (PIRLS) over the same time period. Continuous participation in TIMSS and PIRLS can provide Egypt with the opportunity to see how its students’ achievement levels measure up against those of high-performing systems across the world.

<sup>6</sup> World Bank, *Policy Options to Strengthen Egypt’s Education Governance to Raise Quality, Based on a Comparison with High Performing Systems Across the World*, 2010.

**Figure 13. Mandatory sources used in teacher performance evaluations, selected systems**

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

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.

**Teacher performance evaluations are conducted regularly.** Each teacher is evaluated by his or her school at least twice and at most four times per year. Teachers are also required to participate in national external evaluations twice a year under the responsibility of PAT. Both internal and external evaluations are informed by the principal’s individual assessment and classroom observation. Teachers themselves are able to take part in a self-appraisal process, which may serve to empower the teacher to improve by understanding how his/her personal assessment tallies with those of the reviewers. Peers and parents are not usually considered as sources of information for teacher appraisals, and inputs from students are not taken into account. Both internal and external evaluations consider the same set of criteria to assess teacher performance, namely: knowledge of subject matter, curriculum compliance, teaching processes (including methods used to assess students as well as their classroom participation), lesson-planning, the use of homework and technological tools in the classroom, and students’ academic achievement. However, few teachers fail their evaluations, suggesting that the process is not as discerning as it appears in its design. In 2009, only around 1.5 percent of public school teachers failed to achieve a satisfactory performance in the national external evaluation.

## Goal 7: Supporting teachers to improve instruction

Established ●●●○

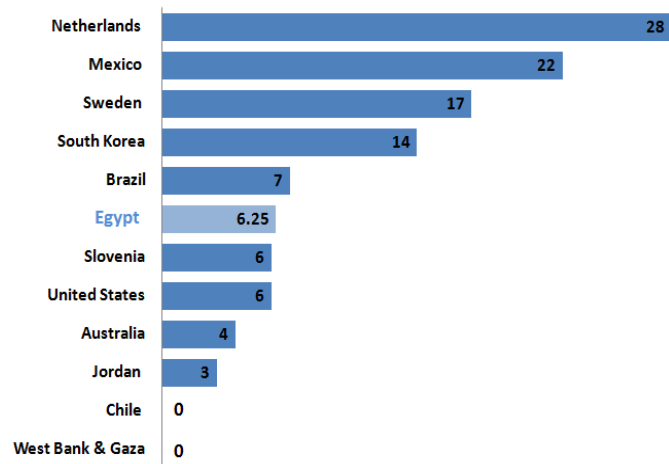
**Weak teachers are supported through professional development and the guidance of a supervisor; professional development is wide in content but narrow in sharing good practices throughout the system.**

**Teacher performance data from evaluations are used to improve instruction.** All professionals can constantly improve, and teachers are no exception. Professional development opportunities enable teachers to develop their skills throughout their careers. In Egypt, teacher performance evaluation results are used to inform teachers on how they can develop their instructional practices and to allocate professional development opportunities. It is positive that weak teachers are supported by a supervisor. High-performing teachers are given opportunities to participate in professional development activities, education programs and other forms of training to further their knowledge and skills. The increasing professionalization of teaching under the Cadre (2009-2010) places a strong emphasis on continuous use of performance data to provide guidance on professional development, motivated in part by the Government’s desire to reduce educational quality disparities between Governorates.

**Professional development is required but could be broadened to include more innovative approaches.** PAT delivers professional development opportunities in coordination with sub-national and local authorities, schools, teacher organizations and private institutions, while the MoE finances its provision. It is mandatory for both primary school and secondary school teachers to devote a minimum of 50 hours (6.25 days) to professional development. Such a requirement falls in line with the measures applied in rapidly-improving systems such as Brazil and Slovenia. In high-performing systems, the required days of professional development range from a minimum of 4 to a maximum of 28 days per year. Professional development content is varied, covering aspects related to improving instructional practice (in line with the Assistant Teachers’ Program reforms). Content covers 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 and teacher competencies. Most recently, Information and Communication Technologies (ICT), skills for effective educational assessment, active learning, inclusion and handling of students' unique characteristics have been incorporated. Completion of a new certification program in ICTs is now a requirement for the promotion of open-ended teachers who were hired prior to the implementation of the Assistant Teacher' Program. However, professional development activities are constrained to the traditional varieties: workshops, conferences, seminars, and qualification programs. A greater number of innovative courses to improve instructional practices and share experiences throughout the system might be considered. Of these innovative practices, only mentoring and peer observation are currently offered. Egypt might look into offering observation visits to other schools and participation in school/teacher networks, which are proving effective in high-performing systems.

**Figure 14. Number of required days of professional development, selected systems**



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 Chile, Egypt Notes: (1) The number of required days was calculated by dividing the number of annual working hours by number of daily working hours. (2) These figures refer to secondary and lower secondary school.

**Goal 8: Motivating teachers to perform**

Established ●●●○

**The length of teacher probationary periods has been extended, but the implementation of**

**sanctioning mechanisms to remove low-performing teachers remains questionable.**

**Minimum mechanisms are in place to hold teachers accountable.** In high-performing systems, requirements for remaining in teaching are used to signal to all teachers that continuous learning and skills upgrading is important for teacher effectiveness and to provide education leaders with opportunities to dismiss the least effective teachers. In Egypt, these requirements include annual participation in professional development, a satisfactory rating in the annual teacher performance evaluations, and successful performance on an examination offered every 5 years in subject matter, pedagogy, and language. The reasons for dismissal defined by legislation include child abuse, misconduct, incompetence, and absenteeism. For the latter, if the number of unauthorized absence exceeds 15 days uninterrupted or 30 days in total, a teacher could potentially face dismissal after being officially alerted on more than one occasion.

**Teachers may be offered monetary bonuses for a strong performance in an evaluation, and promotions are linked to performance.** Effective teachers can receive monetary bonuses and are also provided with access to professional development opportunities and public recognition. Under the mandate of PAT since 2009-2010, teachers are tracked through a personalized portfolio, containing both their performance evaluation reports (from principals and supervisors) and professional development. The portfolio sheds light on where the teacher stands in the Cadre ranking and how he/she is performing in relation to his/her colleagues, at each rank of the Cadre.

**While top performers are rewarded, a majority of teachers enjoy open-ended contracts and low-performing teachers are rarely sanctioned.** The following are taken into account in determining open-ended status: educational qualifications, performance on the job, employment status and potentially years of experience. Under the Assistant Teachers' Program, all new entrants to the teaching profession are initially hired as assistant teachers, after passing an examination, assessing subject matter, pedagogy theory and language requirements, completing an induction program (3-6 months) and participating in a mentoring program, paired with a senior teacher (1-3 years). Under this mentoring program, after a minimum of 1

year and within a maximum of 3 years, an assistant teacher may apply to become a teacher (based on his/her performance as assessed by the mentoring team) and successfully pass a higher level test in subject matter, pedagogy and language. Given that the first years of teaching are among the best available predictors of a teacher's performance later on in the career, a rigorous training and mentoring period to determine the award of open-ended status is positive. However, Egypt might look into whether a strong focus on passing examinations impacts teacher effectiveness. In Egypt, open-ended teachers (who constitute 88 percent of the teaching force) automatically gain civil servant status. Egypt may look into policies that facilitate dismissal of chronically low-performing teachers. There are some sanctioning mechanisms that can be applied to low-performing teachers based on the results obtained in the performance evaluation, including removal from the classroom and potentially salary cuts or dismissal. However, it is worth noting that only 1.5 percent of the teaching force was deemed as performing at an unsatisfactory standard in the cadre performance examinations (2009), and not a single teacher was removed from the profession.

**Figure 15. Regulations for teacher dismissal and probationary periods, selected systems**

	Dismiss for under performance	Mandatory probationary period before tenure
<b>OECD systems</b>		
Australia	✓	✓
Belgium	✓	✓
Chile	✓	✗
Japan	✗	✓
South Korea	✗	✗
<b>Non-OECD systems</b>		
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, 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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