

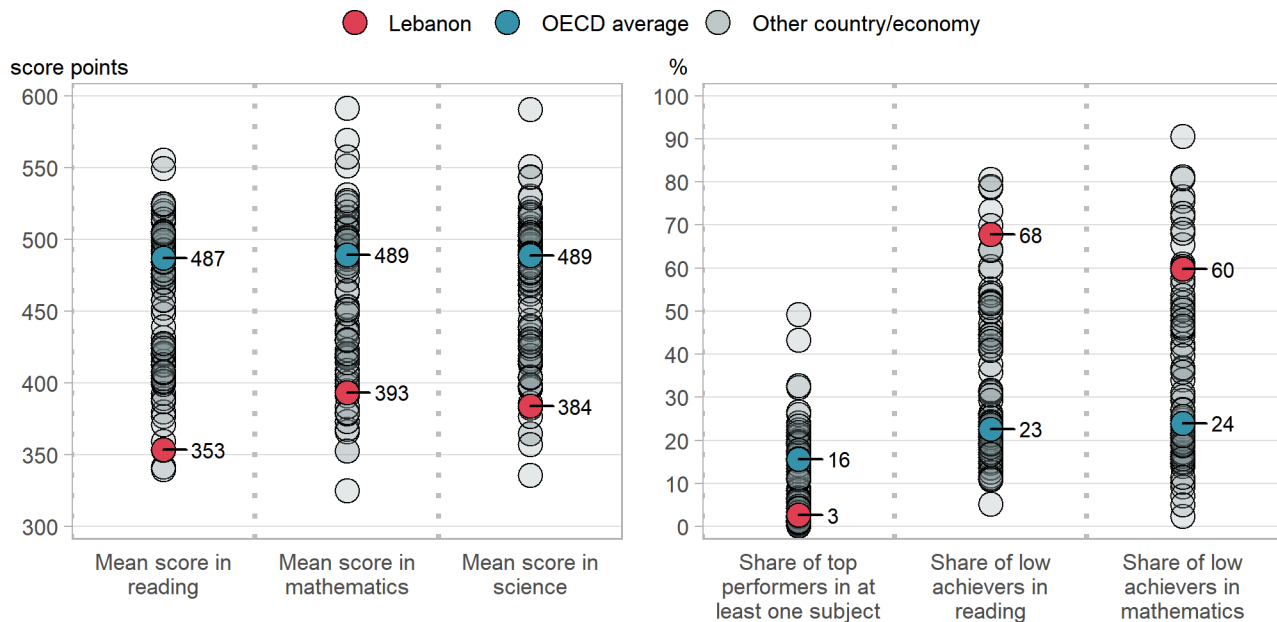
PROGRAMME FOR INTERNATIONAL STUDENT ASSESSMENT (PISA) RESULTS FROM PISA 2018

The Programme for International Student Assessment (PISA) is a triennial survey of 15-year-old students that assesses the extent to which they have acquired the key knowledge and skills essential for full participation in society. The assessment focuses on proficiency in reading, mathematics, science and an innovative domain (in 2018, the innovative domain was global competence), and on students' well-being.

Lebanon

What 15-year-old students in Lebanon know and can do

Figure 1. Snapshot of performance in reading, mathematics and science



Note: Only countries and economies with available data are shown.
Source: OECD, PISA 2018 Database, Tables I.1 and I.10.1.

- Students in Lebanon scored lower than the OECD average in reading, mathematics and science.
- Compared to the OECD average, a smaller proportion of students in Lebanon performed at the highest levels of proficiency (Level 5 or 6) in at least one subject; at the same time a smaller proportion of students achieved a minimum level of proficiency (Level 2 or higher) in at least one subject.

What students know and can do in reading

- In Lebanon, 32% of students attained at least Level 2 proficiency in reading (OECD average: 77%). At a minimum, these students can identify the main idea in a text of moderate length, find information based on explicit, though sometimes complex criteria, and can reflect on the purpose and form of texts when explicitly directed to do so.
- Some 1% of students in Lebanon were top performers in reading, meaning that they attained Level 5 or 6 in the PISA reading test (OECD average: 9%). At these levels, students can form a full and detailed understanding of a text whose content or form is unfamiliar, and deal with concepts that are contrary to expectations. In 20 education systems, including those of 15 OECD countries, more than 10% of 15-year-old students were top performers.

What students know and can do in mathematics

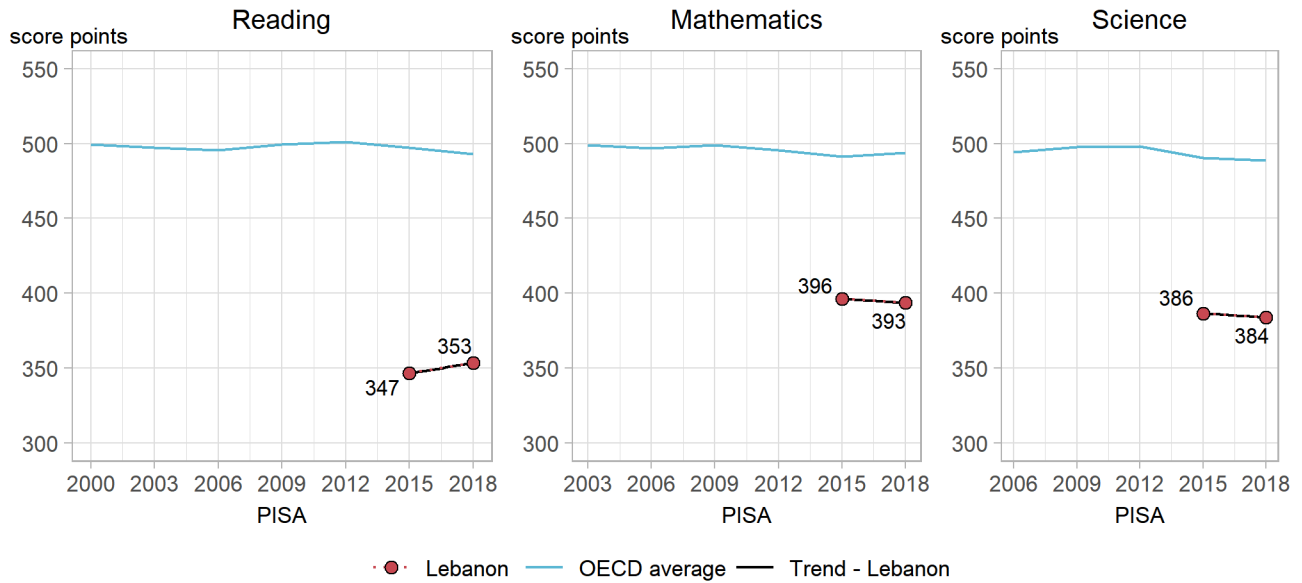
- Some 40% of students in Lebanon attained Level 2 or higher in mathematics (OECD average: 76%). At a minimum, these students can interpret and recognise, without direct instructions, how a (simple) situation can be represented mathematically (e.g. comparing the total distance across two alternative routes, or converting prices into a different currency). The share of 15-year-old students who attained minimum levels of proficiency in mathematics (Level 2 or higher) varied widely – from 98% in Beijing, Shanghai, Jiangsu and Zhejiang (China) to 2% in Zambia, which participated in the PISA for Development assessment in 2017. On average across OECD countries, 76% of students attained at least Level 2 proficiency in mathematics.
- In Lebanon, 2% of students scored at Level 5 or higher in mathematics (OECD average: 11%). Six Asian countries and economies had the largest shares of students who did so: Beijing, Shanghai, Jiangsu and Zhejiang (China) (44%), Singapore (37%), Hong Kong (China) (29%), Macao (China) (28%), Chinese Taipei (23%) and Korea (21%). These students can model complex situations mathematically, and can select, compare and evaluate appropriate problem-solving strategies for dealing with them.

What students know and can do in science

- Some 38% of students in Lebanon attained Level 2 or higher in science (OECD average: 78%). At a minimum, these students can provide possible explanations in familiar contexts or draw conclusions based on simple investigations.
- In Lebanon, 1% of students were top performers in science, meaning that they were proficient at Level 5 or 6 (OECD average: 7%). These students can creatively and autonomously apply their knowledge of and about science to a wide variety of situations, including unfamiliar ones.

Performance trends

Figure 2. Trends in performance in reading, mathematics and science

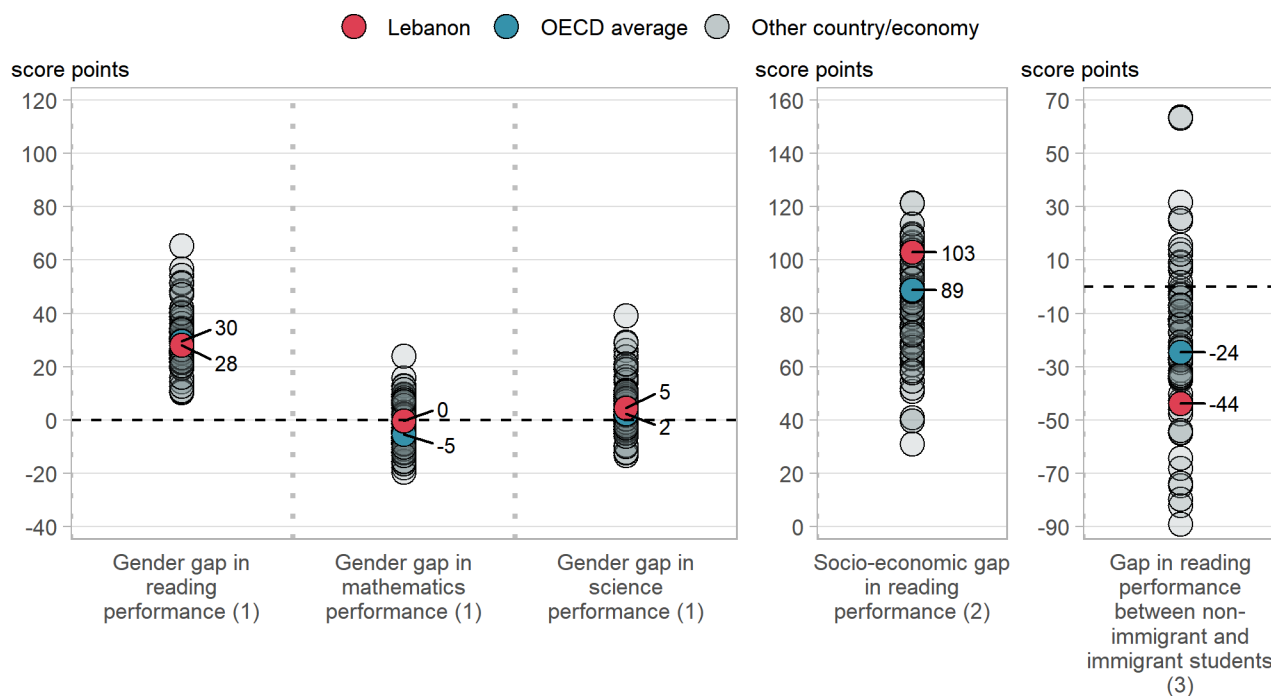


Notes: *indicates mean-performance estimates that are statistically significantly above or below PISA 2018 estimates for Lebanon. The blue line indicates the average mean performance across OECD countries with valid data in all PISA assessments. The red dotted line indicates mean performance in Lebanon. The black line represents a trend line for Lebanon (line of best fit).
 Source: OECD, PISA 2018 Database, Tables I. B1.10, I. B1.11 and I. B1.12.

- PISA 2018 results for Lebanon, in all three subjects, were close to those observed in 2015, when the country first participated in PISA. This stability of results is remarkable because the proportion of 15-year-olds who were eligible to participate in the PISA assessment increased by about 25% since 2015.

Where All Students Can Succeed

Figure 3. Differences in performance related to personal characteristics



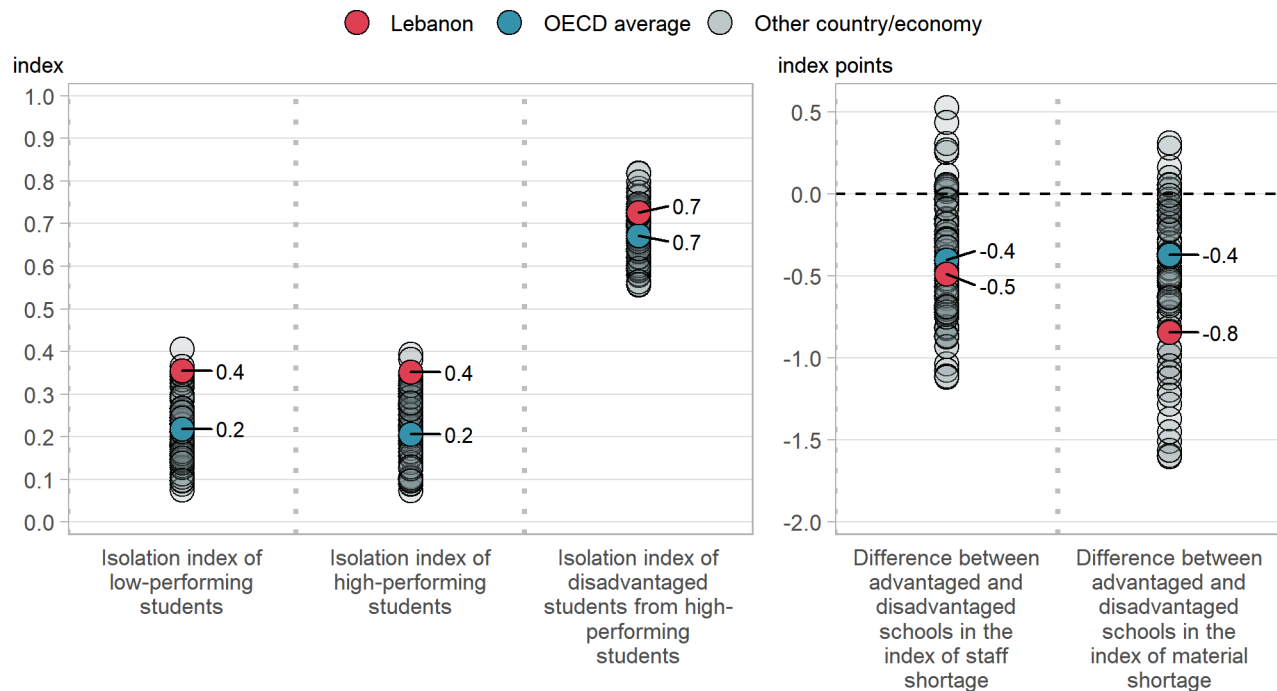
Notes: Only countries and economies with available data are shown. (1) Girls' minus boys' performance; (2) Advantaged minus disadvantaged students' performance; (3) Immigrants' minus non-immigrants' performance in reading; After accounting for students' and schools' socio-economic profile.

Source: OECD, PISA 2018 Database, Tables II.B1.2.3, II.B1.7.1, II.B1.7.3, II.B1.7.5 and II.B1.9.3.

Equity related to socio-economic status

- In Lebanon, socio-economically advantaged students outperformed disadvantaged students in reading by 103 score points in PISA 2018. This is not significantly different from the average difference between the two groups (89 score points) across OECD countries.
- Some 2% of advantaged students in Lebanon, but 0% of disadvantaged students, were top performers in reading in PISA 2018. On average across OECD countries, 17% of advantaged students, and 3% of disadvantaged students, were top performers in reading.
- Socio-economic status was a strong predictor of performance in mathematics and science in all PISA participating countries. It explained 11% of the variation in mathematics performance in PISA 2018 in Lebanon (compared to 14% on average across OECD countries), and 12% of the variation in science performance (compared to the OECD average of 13% of the variation).
- Some 9% of disadvantaged students in Lebanon were able to score in the top quarter of reading performance within Lebanon, indicating that disadvantage is not destiny. On average across OECD countries, 11% of disadvantaged students scored amongst the highest performers in reading in their countries.
- In Lebanon, low- and high-performing students are clustered in the same schools more often than the OECD average.

Figure 4. School segregation, and gap in material and staff shortage between advantaged and disadvantaged schools



Notes: Only countries and economies with available data are shown. The isolation indices ranging from 0 (no segregation) to 1 (full segregation) measure whether low-/high-performing students or disadvantaged students are more or less concentrated in some schools. See detailed description of the indices in Volume II Chapter 4.

Source: OECD, PISA 2018 Database, Tables II.B1.4.1, II.B1.4.8, II.B1.5.13 and II.B1.5.14.

- School principals in Lebanon reported less staff shortage and a similar level of material shortage compared to the OECD average; and school principals of disadvantaged schools more often reported staff shortage than principals of advantaged schools. In Lebanon, 16% of students enrolled in a disadvantaged school and 7% of students enrolled in an advantaged school attend a school whose principal reported that the capacity of the school to provide instruction is hindered at least to some extent by a lack of teaching staff. On average across OECD countries, 34% of students in disadvantaged schools and 18% of students in advantaged schools attend such a school.
- According to school principals in Lebanon, 89% of teachers in advantaged schools and 79% of teachers in disadvantaged schools are “fully certified” (the difference is not statistically significant). The proportions of teachers with at least a master’s degree are similar in advantaged and disadvantaged schools.

Equity related to gender

- In Lebanon, girls scored similar to boys in mathematics. Across OECD countries, boys outperformed girls by five score points. While girls slightly outperformed boys in science (by two score points) on average across OECD countries in PISA 2018, in Lebanon girls and boys performed similarly in science.
- Amongst high-performing students in mathematics or science, less than one in two boys in Lebanon expect to work as an engineer or science professional at the age of 30, while about one in four girls expects to do so (the difference is not statistically significant). About two in five high-performing girls expect to work in health-related professions, while about one in five high-performing boys expects to

do so. Some 2% of boys and a negligible percentage of girls in Lebanon expect to work in ICT-related professions.

Equity related to immigrant background

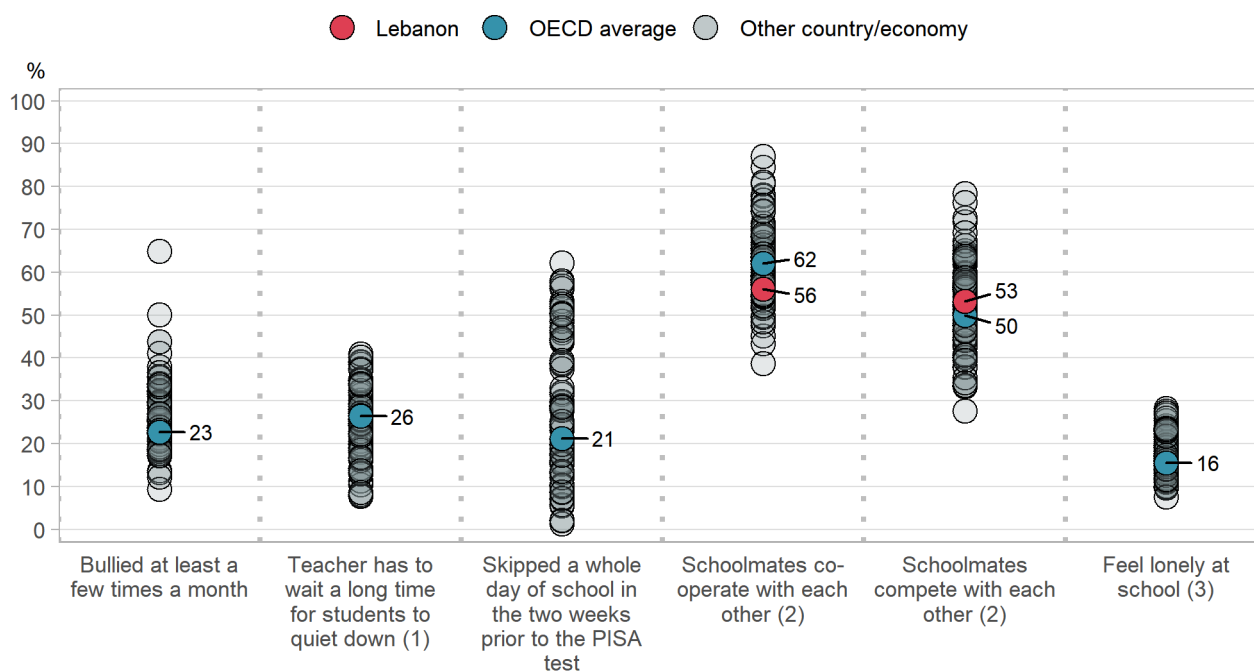
- In 2018, some 6% of students in Lebanon had an immigrant background. Amongst these immigrant students, about one in three was socio-economically disadvantaged.
- The average difference in reading performance between immigrant and non-immigrant students in Lebanon was 51 score points in favour of non-immigrant students. After accounting for students' and schools' socio-economic profile the difference was 44 score points.
- On average across OECD countries, 17% of them scored in the top quarter of reading performance in 2018. In Lebanon, 15% of immigrant students performed at that level.

What School Life Means for Students' Lives

How is the school climate in Lebanon?

- In Lebanon, 56% of students reported that their schoolmates co-operate with each other (OECD average: 62%) and 53% reported that they compete with each other (OECD average: 50%).

Figure 5. School climate



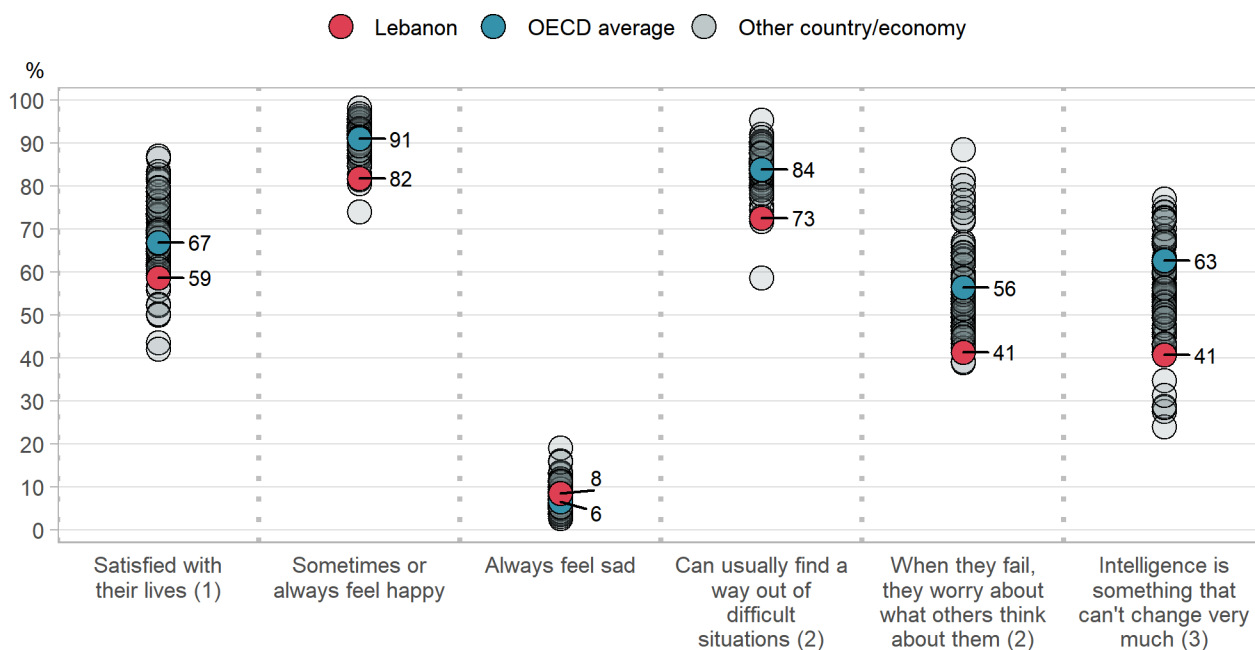
Notes: Only countries and economies with available data are shown. (1) In every or most language-of-instruction lessons; (2) Very or extremely true; (3) Agreed or strongly agreed.

Source: OECD, PISA 2018 Database, Tables III.B1.2.1, III.B1.3.1, III.B1.4.1, III.B1.8.1, III.B1.8.2 and III.B1.9.1

How do students in Lebanon feel about their lives and learning?

- In Lebanon, 59% of students (OECD average: 67%) reported that they are satisfied with their lives (students who reported between 7 and 10 on the 10-point life-satisfaction scale).
- Some 82% of students in Lebanon reported sometimes or always feeling happy and about 8% of students reported always feeling sad. In most countries and economies, students were more likely to report positive feelings when they reported a stronger sense of belonging at school and greater student co-operation, and were more likely to express sadness when they were bullied more frequently.
- In Lebanon, 73% of students agreed or strongly agreed that they can usually find a way out of difficult situations (OECD average: 84%), and 41% agreed or strongly agreed that, when they fail, they worry about what others think of them (OECD average: 56% of students).
- A majority of students across OECD countries holds a growth mindset (they disagreed or strongly disagreed with the statement "Your intelligence is something about you that you can't change very much"). In Lebanon, 41% of students hold a growth mindset.

Figure 6. Student well-being and growth mindset



Notes: Only countries and economies with available data are shown. (1) Between 7 and 10 on the life-satisfaction scale; (2) Agreed or strongly agreed; (3) Disagreed or strongly disagreed.

Source: OECD, PISA 2018 Database, Tables III.B1.11.1, III.B1.12.1, III.B1.12.2, III.B1.13.1, III.B1.13.2 and III.B1.14.1

Key features of PISA 2018

The content

- The PISA 2018 survey focused on reading, with mathematics, science and global competence as minor areas of assessment; Lebanon did not participate in the assessment of global competence. PISA 2018 also included an assessment of young people's financial literacy, which was optional for countries and economies. Results for reading, mathematics and science are released on 3 December 2019 and results for global competence and financial literacy in 2020.

The students

- Some 600 000 students completed the assessment in 2018, representing about 32 million 15-year-olds in the schools of the 79 participating countries and economies. In Lebanon, 5 614 students, in 320 schools, completed the assessment, representing 53 726 15-year-old students (87% of the total population of 15-year-olds).

The assessment

- Computer-based tests were used in most countries (Lebanon, however, used a pen-and-paper test), with assessments lasting a total of two hours. In reading, a multi-stage adaptive approach was applied in computer-based tests whereby students were assigned a block of test items based on their performance in preceding blocks.
- Test items were a mixture of multiple-choice questions and questions requiring students to construct their own responses. The items were organised into groups based on a passage of text describing a real-life situation. More than 15 hours of test items for reading, mathematics, science and global competence were covered, with different students taking different combinations of test items.
- Students also answered a background questionnaire, which took about 35 minutes to complete. The questionnaire sought information about the students themselves, their attitudes, dispositions and beliefs, their homes, and their school and learning experiences. School principals completed a questionnaire that covered school management and organisation, and the learning environment.
- Some countries/economies also distributed additional questionnaires to elicit more information. These included: in 19 countries/economies, a questionnaire for teachers asking about themselves and their teaching practices; and in 17 countries/economies, a questionnaire for parents asking them to provide information about their perceptions of and involvement in their child's school and learning.
- Countries/economies could also chose to distribute three other optional questionnaires for students: 52 countries/economies distributed a questionnaire about students' familiarity with computers; 32 countries/economies distributed a questionnaire about students' expectations for further education; and 9 countries/economies distributed a questionnaire, developed for PISA 2018, about students' well-being.

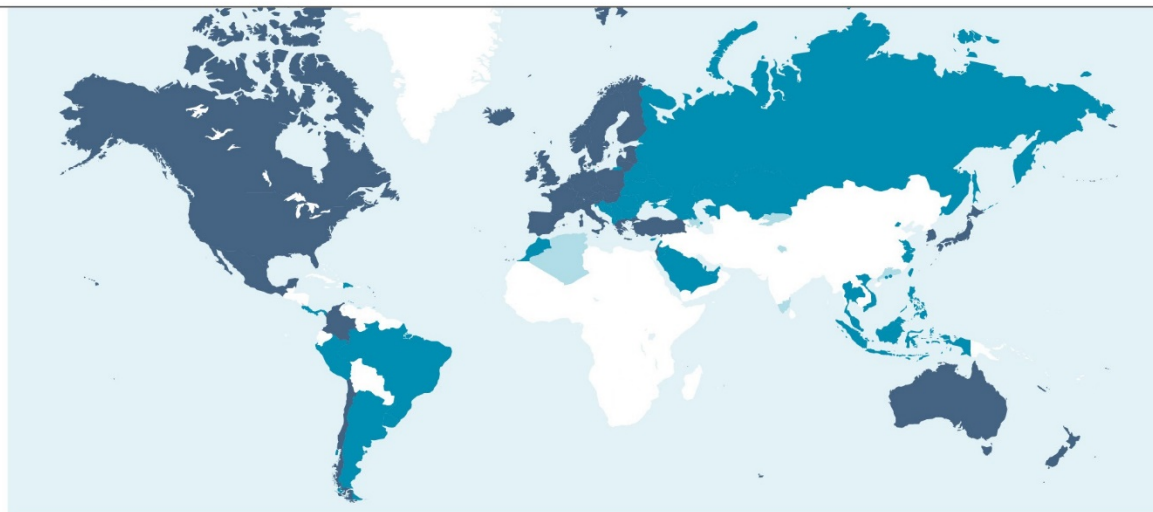
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OECD (2019), *PISA 2018 Results (Volume III): What School Life Means for Students' Lives*, PISA, OECD Publishing, Paris, <https://doi.org/10.1787/acd78851-en>

Map of PISA countries and economies



OECD member countries

• Australia	• Lithuania
• Austria	• Luxembourg
• Belgium	• Mexico
• Canada	• Netherlands
• Chile	• New Zealand
• Colombia	• Norway
• Czech Republic	• Poland
• Denmark	• Portugal
• Estonia	• Slovak Republic
• Finland	• Slovenia
• France	• Spain
• Germany	• Sweden
• Greece	• Switzerland
• Hungary	• Turkey
• Iceland	• United Kingdom
• Ireland	• United States*
• Israel	
• Italy	
• Japan	
• Korea	
• Latvia	

Partner countries and economies in PISA 2018

• Albania	• Malaysia
• Argentina	• Malta
• Baku (Azerbaijan)	• Republic of Moldova
• Belarus	• Montenegro
• Bosnia and Herzegovina	• Morocco
• Brazil	• Republic of North Macedonia
• Brunei Darussalam	• Panama
• B-S-J-Z (China)**	• Peru
• Bulgaria	• Philippines
• Costa Rica	• Qatar
• Croatia	• Romania
• Cyprus ¹	• Russian Federation
• Dominican Republic	• Saudi Arabia
• Georgia	• Serbia
• Hong Kong (China)	• Singapore
• Indonesia	• Chinese Taipei
• Jordan	• Thailand
• Kazakhstan	• Ukraine
• Kosovo	• United Arab Emirates
• Lebanon	• Uruguay
• Macao (China)	• Viet Nam

Partner countries and economies in previous cycles

• Algeria
• Azerbaijan
• Guangdong (China)
• Himachal Pradesh (India)
• Kyrgyzstan
• Liechtenstein
• Mauritius
• Miranda (Venezuela)
• Tamil Nadu (India)
• Trinidad and Tobago
• Tunisia

* Puerto Rico participated in the PISA 2015 assessment (as an unincorporated territory of the United States).

** B-S-J-Z (China) refers to four PISA 2018 participating Chinese provinces/municipalities: Beijing, Shanghai, Jiangsu and Zhejiang. In PISA 2015, the four PISA participating Chinese provinces/municipalities were: Beijing, Shanghai, Jiangsu and Guangdong.


1. **Note by Turkey:** The information in this document with reference to "Cyprus" relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Turkey recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Turkey shall preserve its position concerning the "Cyprus issue".

Note by all the European Union Member States of the OECD and the European Union: The Republic of Cyprus is recognised by all members of the United Nations with the exception of Turkey. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

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For more information about PISA 2018 visit <http://www.oecd.org/pisa/>

Data can also be found on line by following the **StatLinks**  under the tables and charts in the publication.

Explore, compare and visualise more data and analysis using: <http://gpseducation.oecd.org/>.

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