



IBE/2006/EFA/GMR/CP/63

Country profile prepared for the
Education for All Global Monitoring Report 2007
Strong Foundations: Early Childhood Care and Education

Oman

Early Childhood Care and Education (ECCE) programmes

Compiled by:
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Geneva, (Switzerland)

2006

This profile was commissioned by the Education for All Global Monitoring Report as background information to assist in drafting the 2007 Report. It has not been edited by the team. Information included in the series of profiles has been compiled by the IBE. In several cases data have been revised and/or expanded thanks to the helpful support of Ministries of Education and UNICEF offices worldwide. The views and opinions expressed in the present document are not necessarily those of the EFA Global Monitoring Report or UNESCO. The profile can be cited as follows: "Country Profile commissioned for the EFA Global Monitoring Report 2007, Strong foundations: early childhood care and education". For further information, please contact: efareport@unesco.org

OMAN

Early Childhood Education and Care (ECCE) programs

A. GENERAL INFORMATION, STATISTICS AND INDICATORS

Starting age of compulsory education (if applicable):

Children enter primary education at age 6. [*The UNESCO Institute for Statistics (UIS) has no information regarding compulsory education.*]

1. ISCED 0 PROGRAMS (USUALLY, PRE-PRIMARY EDUCATION)

(ISCED = International Standard Classification of Education)

1.1. National definition of ISCED 0 programs:

Pre-school education

1.2. Normative age group(s) covered by ISCED 0 programs:

4-5 years of age

1.3. ISCED 0 programs: statistics and indicators (*source: UIS*)

1.3.1. Enrolment:

	Percentage	Year
Gross enrolment ratio (GER)	6.5	2003/04
Net enrolment ratio (NER)	5.3	2003/04
Percentage of children entering primary education with previous preschool experience	<i>Not available</i>	

Note: According to the Ministry of Education, the GER for the age group 3–5 is 5.2% (8.0% in the case of the age group 4–5); the NER for the age group 3–5 is 5.2% (6.9% for the age group 4–5).

1.3.2. Enrolment ratio by age group, 2002/03 (percentage, also including the first years of primary education when applicable):

Less than 3 years of age	Age 3	Age 4	Age 5	Age 6	Age 7
0.0	1.4	5.4 0.0(*)	4.0 15.9(*)	0.0 63.1(**)	0.0 71.1(**)

UIS estimation. (*) Enrolled in primary education. (**) Primary education enrolment ratio.

Less than 3 years of age	Age 3	Age 4	Age 5	Age 6	Age 7
0.0	2.0	7.7 0.0(*)	6.1 30.3(*)	0.0 89.0(**)	0.0 94.2(**)

Note: Ministry of Education estimate. (*) Enrolled in primary education. (**) Primary education enrolment ratio.

1.3.3. Teachers, 2003/04:

Total number of teachers	Of whom female (%)	Percentage of trained teachers (all)	Percentage of trained teachers (males)	Percentage of trained teachers (females)
345	100	100	–	100

1.3.4. Funding: Not available

	Percentage
Public current expenditure per pupil as percentage of the Gross National Product per capita	...

1.3.5. Main source(s) of financing: Not available

If possible, provide an estimate of the distribution of financing among government, NGOs, parents, external sources, etc.

2. OTHER ECCE PROGRAMS

(Generally preceding ISCED 0 programs)

2.1. National definition of other ECCE programs:

Not available

2.2. Normative age group(s) covered by other ECCE programs:

Not available

2.3. Estimate number of children covered by other ECCE programs:

Not available

B. BACKGROUND INFORMATION CONCERNING ECCE PROGRAMS (INCLUDING ISCED 0)

3.1. Legislation concerning ECCE:

Not available

3.2. Official body/bodies in charge of supervision or coordination:

In addition to its responsibilities towards primary, preparatory and secondary education, the Ministry of Education supervises pre-school education, i.e. kindergartens established largely by the private business sector. Nurseries are under the responsibility of the Ministry of Social Affairs, Labour, and Vocational Training.

3.3. Other entities involved in the provision (e.g. municipalities, local governments) and main types of providers (e.g. public, private, mixed, community-based, etc.):

Kindergartens are available in all private schools. Day nurseries are also available as independent institutions. The majority of children are enrolled in kindergartens within private schools. The Omani Women's Association has also established several kindergartens.

Nurseries and kindergartens are available in some public establishments as well. Nurseries are a new phenomenon in the Sultanate of Oman. They are few in number and enrolment (1% Net Enrolment Ratio in 1997/98) and limited to the big cities.

3.4. Type of personnel involved:

Not available

3.5. Type of staff training (requirements):

Not available

3.6. Recent national policies and reforms:

Not available

3.7. Efforts targeted at vulnerable or disadvantaged children:

Not available

3.8. Special projects/programmes aiming at expanding or improving ECCE:

Not available

3.9. Information concerning the curriculum (if applicable) or the contents of ECCE programs

3.9.1. Objectives and aims:

The main objectives and aims of pre-school education can be summarized as follows:

- promoting a balanced intellectual, spiritual, emotional, social and moral development of the child's personality;
- strengthening the Islamic principles, consolidating the Arabic language and developing the children's sentiments towards their country and its various symbols and traditions;
- teaching the child to adopt positive attitudes and behaviour and enhancing the spirit of co-operation among children;
- developing the child's attitude towards the arts;
- acquainting the children with certain aspects, activities and social events characteristic of the Sultanate of Oman, and giving them the opportunity to participate therein;
- giving the child the opportunity to exercise intellectual and social skills that are supposed to be developed through the kindergarten curriculum, such as the ability to classify, compare and establish chronology;
- giving the children the opportunity to exercise the maximum amount of activity and allowing them to express their sentiments, ideas and questions;
- preparing children for school education.

3.9.2. Learning areas and teaching-learning methods:

The present curriculum at the kindergarten level is based on six modules:

- *Who am I?*
- *My Kindergarten*
- *My health and safety*
- *People at work*
- *Communication*
- *My country Oman.*

Each module is linked to a teacher's guide containing activities appropriate to children's needs. The Ministry of Education is in the process of finalizing the advanced curriculum for the kindergarten level, based on self-learning as a method and centred on the Omani child and on his/her environment, cultural heritage and civilization.

The notion of teaching periods, as understood in general education, does not apply at the pre-school level. Attendance extends from 8:00 a.m. to 12:30 p.m., the teacher being free to organize this period as she deems appropriate between school learning and artistic and leisure activities.

Children's performance is evaluated through monitoring their growth in the physical, social, emotional, intellectual and linguistic fields, each field being divided into various subsections. On the basis of this monitoring, a report on the performance of each child is prepared twice a year, at the end of the first semester and at the end of the school year. It is sent to the child's tutor for information.

3.9.3. Average number of hours per week and average amount of weeks per year:

Not available

3.10. Any other relevant and pertinent information

The gross enrolment ratio is steadily increasing due to the will of Omani citizens to enroll their children in private schools or other teaching institutions specializing in educational services for pre-school children.

C. SUPPLEMENTARY INFORMATION REGARDING ECCE (TO BE COMPILED IN COLLABORATION WITH UNICEF OFFICES WHERE POSSIBLE)

4.1. Parenting programmes are usually addressed to parents and families of children less than 6 years of age. Please provide information about any parenting programmes in your country according to the table below: *Not available*

Type of programme	Yes or No (note for each programme)	Please estimate the number of beneficiaries (if possible)
Parenting education through early learning centres and child care centres		
As component of health and nutrition programmes, such as information about child development included in health and nutrition visits		
Parent groups that meet to discuss issues of their young children, including health, nutritional status, and development		
As component of adolescent, livelihood or literacy programmes		
Media broadcast, such as <i>Sesame Street</i> , with media for and with children		
Other (please specify)		

Are any of these programmes targeted specifically toward the vulnerable, poor, disadvantaged or excluded? If so, which ones? (Please provide/attach any additional and relevant information if available).

Not available

4.2. Is there a national-level system for monitoring children's development or school readiness prior to entering primary school?

Not available

4.3. Is there a policy on early childhood (ECCE, ECD, etc.) that has been accepted? If not, is there one under development?

Not available

[Information revised by the Ministry of Education, January 2006.]