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

United Arab Emirates

Early Childhood Care and Education (ECCE)

programmes

Compiled by:
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UNITED ARAB EMIRATES

Early Childhood Education and Care (ECCE) programs

A. GENERAL INFORMATION, STATISTICS AND INDICATORS

Starting age of compulsory education (if applicable):

According to the UNESCO Institute for Statistics (UIS) the compulsory education age range is 6-15 years.

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

(ISCED = International Standard Classification of Education)

1.1. National definition of ISCED 0 programs:

Kindergarten 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 | 64.0 | 2003/04 |
| | | |
| Net enrolment ratio | 45.0 | 2003/04 |
| | | |
| Percentage of children entering primary education with previous preschool experience | 80.0(*) | 2005 |

(*) *Source:* Ministry of Education, March 2006.

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 | 38.2 | 62.3 | 47.7 49.7(*) | 2.6 86.7(**) | 0.2 91.7(**) |

UIS estimation. (*) 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) |
|--------------------------|--------------------|--------------------------------------|--|--|
| 4,218 | 99.8 | 49.7 | | 49.7 |

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:

The Ministry of Education

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:

The administration of kindergartens and primary schools is mainly responsible for the provision of educational services for ECCD. It is one of the administrative units under the department of educational affairs in the Ministry of Education and Youth and thus, it is financed from the Ministry's annual budget, comprising three subdivisions: wages and salaries; services; and special expenditures.

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.):

There are also independent kindergartens financed by the women's federation and associations. The curricula are the same as those applied in public kindergartens. The annual coordination with the Ministry of Education and Youth helps to define the needs of the administrative, technical and teaching personnel. An employee from the Ministry is therefore delegated to work in the federation or association concerned.

3.4. Type of personnel involved:

Not available

3.5. Type of staff training (requirements):

There are programmes for kindergarten, family education and secretarial work trainees. From 1979 to 1984, 803 teachers (119 males and 684 females) graduated from a pre-service training programme that was covered in two academic years (four hours daily). A total of 42 credit hours were earned. Graduates were entitled to pursue their studies at the Faculty of Education, U.A.E. University, and were exempted from 26 credit hours in basic subjects. During the period 1984-87, 1,378 teachers graduated

from the pre-service training programme. The programme has concentrated on the primary and elementary stages. The specializations were kindergarten and class teachers. Since 1987, 356 teachers have graduated. Only students with over 60% in the General Secondary Education Certificate were admitted to the programme which the University helped to implement.

3.6. Recent national policies and reforms:

Kindergarten Development Centres have been set up in recent years. They are considered as a permanent scientific laboratory in the Gulf area to prepare and train teaching and administrative staff. They adopt a developed curriculum that depends on diverse educational sources and the resources library provides all the references and assistance that form the cornerstone of the Centres.

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 educational goals of the children's education in kindergartens are derived from the broader goal of human development of children in this stage, as well as the present intellectual tendencies. The aims of kindergarten education are as follows:

- Developing the children's intuition and monitoring their moral, intellectual and physical growth in accordance with the principles of the Muslim religion.
- Helping the children to acquire the conceptual principals that match their age and their needs.
- Helping the children to acquire the proper behavioral moral rules that match their age by giving them a good example.
- Developing the national feeling by means of social and national activities related to the children's life and local community.
- Familiarizing the children with the school, introducing them progressively into the school's social life, and developing their reading and writing skills.
- Enriching the children's vocabulary by teaching them the right expressions and the easiest syntax according to their age and related to their life and direct social environment.

- Developing the children's intellectual development by encouraging them to search, discover, and invent.
- Encouraging the children to take decisions, express their opinions, take initiatives and ask questions.

3.9.2. Learning areas and teaching-learning methods:

Not available

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

Not available

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

Information is not available

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:

| 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).

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

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