

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

Lebanon

Early Childhood Care and Education (ECCE) programmes

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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

LEBANON

Early Childhood Care and Education (ECCE) programmes

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 to 14 years.

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

(ISCED = International Standard Classification of Education)

1.1. National definition of ISCED 0 programmes:

Pre-primary education

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

3-5 years (duration of the stage of education: three years)

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

1.3.1. Enrolment:

	Percentage	Year
Gross enrolment ratio	75.3	2003/2004
Net enrolment ratio	71.9 80.5	2003/2004 2004/2005
Percentage of children entering primary education with previous preschool experience	93.4	2003/2004

Source: For the 2004/2005 figures, Ministry of Education, April 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
0.7	45.8	88.0	82.9	4.0	0.6
		0.2 (*)	9.8 (*)	92.1 (**)	94.3 (**)

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

1.3.3. Teachers:

Total number of teachers	Of whom female (%)	Percentage of trained teachers (all)	Percentage of trained teachers (males)	Percentage of trained teachers (females)
9,498	99.5	10.0	18.0	10.0

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

2. OTHER ECCE PROGRAMMES (Generally preceding ISCED 0 programmes)

2.1. National definition of other ECCE programmes:

Matters relating to the period of childhood from 0 to 3 years are the responsibility of the Ministry of Public Health, the Ministry of Social Affairs and the Higher Council on Childhood.

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

0 to 3 years

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

Not available

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

3.1. Legislation concerning ECCE:

Not available

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

Ministry of Health and Ministry of Social Affairs

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.):

Not available

3.4. Type of personnel involved:

Not available

3.5. Type of staff training (requirements):

The staff have university qualifications.

3.6. Recent national policies and reforms:

Not available

3.7. Efforts targeted at vulnerable or disadvantaged children:

Mainly private and community services.

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 programmes

3.9.1. Objectives and aims:

The aim of pre-primary education is to initiate children into the school environment and enable them gradually to move from the home environment to that of the school. The goal is to create a favourable climate for the children to communicate with others, to develop their physical capacities, limb control and coordination of their movements, and to educate their senses, while taking into account their physiological, moral and intellectual development.

3.9.2. Learning areas and teaching-learning methods:

Pre-primary education encourages at all stages the child's spontaneous acquisition of the language skills shown in understanding, expression, and facility of gesture, all of which are preparatory to reading, writing and handicraft. This stage should help the child to have confidence in him/herself, to express his/her feelings and to become independent and responsible. The child learns to reason, understand and learn through scientific procedures and methods while interacting with the environment, and acquires at nursery school a spirit of cooperation which will facilitate living in society. The child learns discipline and moral behaviour.

When children arrive in the morning their state of health is checked and they are each given an opportunity for self-expression so that they will be ready to take an active part in the day's activities. Activities are carried out within groups under instructions, or individually and freely: there are various gestural and rhythmic activities carried out by the whole class as well as free-play activities, all under the eye of the kindergarten teachers and supervised by the psychosociologist; and there are breaks for mealtimes and rests.

New curricula are being developed (2006) to ensure that children acquire appropriate skills for their development, while being prepared for the next stage of education.

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

The children spend at least four hours a day in the kindergarten, at least five days a week.

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)

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?

[Data revised by the Ministry of Education, April 2006.]