Education in Lebanon

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Suggested Citation: Education in Lebanon, Statistics In Focus (SIF), Central Administration of Statistics, Lebanon, Issue number 3, April 2012.

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Previous SIF publications you may have missed reading: link: http://www.cas.gov.lb/index.php?option=com_content&view=article&id=58&Itemid=40

● SIF – Issue 1: The Labour Market in Lebanon. October 2011
● SIF – Issue 2: Population and Housing in Lebanon. April, 2012

Designed by: Khodor Daher – Central Administration of Statistics, Lebanon

This publication was prepared within the EU Twining project to support the Central Administration of Statistics in Lebanon
Within the context of the EU Twining Project between the Central Administration of Statistics (CAS) Lebanon and the Northern Ireland Statistics and Research Agency (NISRA) Northern Ireland, UK, CAS has the pleasure making available to users the third issue of the Statistics In Focus (SIF), a series of publications on Social Statistics entitled ‘Education in Lebanon’.

This issue of the SIF contains key indicators and figures on Education in Lebanon; it is based on official statistics and can be considered as starting point for users who are looking for general statistics and information about the topic.

The Central Administration of Statistics wishes to thank the persons who contributed to this publication.

Dr. MARAL TUTELIAN GUIDANIAN
Director General
Central Administration of Statistics
This issue of SIF looks briefly at Education in Lebanon using key indicators and figures available from a number of surveys conducted by the Central Administration of Statistics (CAS) in Lebanon in recent years.

Its objective is to provide users with important information on Education in Lebanon enabling them to understand the current situation and to compare Lebanon to neighbouring countries.

For this publication we have primarily used the most recent available data from the Multiple Indicators Clusters Survey, Round 3 (MICS3) conducted by the Central Administration of Statistics (CAS) in 2009 in partnership with the UNICEF-Beirut office.

However for some indicators we used surveys previously conducted by CAS and sometimes we also used administrative data sources gathered by other Ministries. This will be noted where applicable.

**Acronyms:**

- **CAS** = Central Administration of Statistics
- **MICS** = Multiple Indicators Clusters Survey - Round 3 - 2009
- **CERD** = Center of Education Research and Development
- **ISCED** = International Stand Classification of Education

**General notice:**

Figures will sometimes not sum to 100% that is because of the rounding.

**Disclosure notice:**

In this publication the use of [*] in tables and graphs indicates that numbers were below 25 persons, and [n.n] indicates that numbers were between 25 and 50 persons. Those figures should be considered with caution.
Introduction

In 2009-2010, pupils, university students and students in vocational and technical education represented about 32% of the total population of Lebanon; overall the number of school children was approximately 5 times more than the number of university students. The majority of pupils and students were Lebanese, but more non-Lebanese were found to be enrolled in universities than in schools.

Compulsory education in Lebanon is usually up to six years of primary schooling. Illiteracy among women was twice that among men, however above primary level there was little difference between women's and men's education.

Schools in Lebanon were evenly distributed among public and private sectors, but the majority of pupils were enrolled in private schools. The pupil to teacher ratio indicates that there was on average one teacher for every seven pupils in the public schools. But the situation was different in the private schools were there was, on average, one teacher for 12 pupils.

Statistics showed that in general there was a preference for literary studies rather than scientific ones at university. We also noted there were 6% more women than men enrolled in university courses in 2009-2010. While women represented just under half of enrolments at other universities they made up almost two thirds of enrolments at the Lebanese universities. In vocational and technical education women and men were almost equally distributed.

Household’s characteristics were also looked at because we considered they could have an implication on the choice of the schooling type. The level of education of the head of the household had an impact on the choice of school type with pupils from younger and better educated households more likely to be in private schools.

Drop out between secondary and university is much higher than that which occurs at earlier school levels.

We also looked at the profile of households with illiterate persons at home and found that almost a quarter of households in Lebanon had at least one illiterate household member. While at the same time 38% of total households in Lebanon contained at least one person holding a university degree. And finally in general the population of Lebanon was multi-lingual; almost a third of the persons aged 15 years and above spoke French and some 22% spoke English.
General structure of the education in Lebanon in 2009-2010

- Total number of pupils in Lebanon:
  - Total: 942,391
    - Private schools (pupils): 497,530
    - Public schools (pupils): 285,399
    - Other type of schools (pupils): 159,462
      (Private free schools)

- Total number of university students in Lebanon:
  - Total: 180,850
    - Lebanese University (students): 72,530
    - Other Universities (students): 108,307

- Total number of students in vocational and technical education in Lebanon:
  - Total: 95,811
    - CAP students: 470
    - BP students: 10,079
    - SP students: 1,351
    - BT students: 44,813
    - TS students: 19,488
    - LT students: 2,007
    - Private certificates for 3 months: 4,942
    - Private certificates for one year: 12,661

* This graph is based on data extracted from the Center of Educational Research and Development (CERD):
In 2009-2010 there were 2,882 schools in total in Lebanon evenly distributed between public and private sectors. However the majority of pupils were enrolled in private schools, accounting for 66% of pupils.

The distribution of schools and pupils across regions were similar but we noted that the proportion of pupils in Mount Lebanon was greater than the proportion of schools in that region; the opposite was the case in North Lebanon, Bekaa and Nabatieh.
In our previous SIF publication dedicated to the ‘Labour Market in Lebanon’ we calculated the economic activity rate by age and found that about 18% of the persons aged 15-19 years have joined the labour market.

That was in October 2011. If you have missed reading this publication, you can still find it online at the following link: http://www.cas.gov.lb/index.php?option=com_content&view=article&id=58&Itemid=40

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With regard to foreign teaching languages in schools in Lebanon, we noted that 53% of schools used French as teaching language, and some 25% of schools were teaching in English. 22% of schools had both French and English as a common teaching language.

MICS 3 results indicated that some 97% of pupils were able to achieve their studies with success between primary and complementary levels but 3% of pupils had to repeat their classes. The situation was similar for pupils moving between complementary and secondary levels but quite different for pupils moving between secondary and university. At this level 7% of pupils had to repeat their classes and 6% dropped out of education at this stage.

Do you remember this?

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Students and Universities in 2009 - 2010

According to the CERD statistics there were about 38 universities in Lebanon and 180,850 students enrolled overall. Statistics also indicated that the Lebanese University took up 40% out of the total number of students in Lebanon. 16% of students enrolled in universities in Lebanon were not Lebanese.

- The tendency in education was toward literary studies rather than scientific ones!

![Figure 7: Fields of education in Lebanon by ISCED* (2009 - 2010)]

<table>
<thead>
<tr>
<th>Field of Education</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social sciences, business &amp; law</td>
<td>39%</td>
</tr>
<tr>
<td>Humanities &amp; arts</td>
<td>21%</td>
</tr>
<tr>
<td>Science</td>
<td>16%</td>
</tr>
<tr>
<td>Engineering, manufacturing &amp; construction</td>
<td>11%</td>
</tr>
<tr>
<td>Health &amp; welfare</td>
<td>8%</td>
</tr>
<tr>
<td>Education</td>
<td>2%</td>
</tr>
<tr>
<td>Services</td>
<td>2%</td>
</tr>
<tr>
<td>Agriculture</td>
<td>1%</td>
</tr>
<tr>
<td>General programmes</td>
<td>0%</td>
</tr>
</tbody>
</table>

*ISCED: International Standard Classification of Education
Source: CERD 2009 - 2010

During the academic year 2009-2010, education was more oriented towards humanities and social sciences; there were more students in the literary than scientific. 39% of students enrolled in universities have chosen Social Sciences, Business and Law. This field comprises 4 sub-groups namely social and behavioral science, journalism and information, business and administration and finally law. The specific courses of study included economics, sociology, psychology, journalism, marketing, public relations, finance, banking, insurance, and law.

The second largest field of education chosen by students was Humanities and Arts, in which 21% of students were enrolled. This field included for example fine arts, performing arts, graphic and audio-visual arts, religion and theology, languages and literature and philosophy.

Science, that includes life science, physical sciences, mathematics and statistics and computing, was chosen by 16% of students.
We looked at the number of students by major, and prepared the table above and noted that the top ten majors’ taught in the Lebanese University accounted for 57% of total students enrolled in that university. In private universities the top 10 majors accounted for 48% of enrolments. Overall it seems that the majority of students enrolled in the Lebanese University have chosen humanities and social sciences while students of other private universities preferred business oriented majors.

Table 3: All majors taught in Universities in Lebanon by fields of education - ISCED (2009 - 2010)

<table>
<thead>
<tr>
<th>ISCED Classification - major groups</th>
<th>Lebanese University</th>
<th>%</th>
<th>Other Universities</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>General programmes</td>
<td>-</td>
<td>100</td>
<td>695</td>
<td>1</td>
</tr>
<tr>
<td>Education</td>
<td>1,378</td>
<td>2</td>
<td>2,332</td>
<td>2</td>
</tr>
<tr>
<td>Humanities &amp; arts</td>
<td>23,664</td>
<td>32</td>
<td>14,458</td>
<td>13</td>
</tr>
<tr>
<td>Social sciences, business &amp; law</td>
<td>22,449</td>
<td>31</td>
<td>47,957</td>
<td>44</td>
</tr>
<tr>
<td>Science</td>
<td>14,970</td>
<td>21</td>
<td>14,456</td>
<td>13</td>
</tr>
<tr>
<td>Engineering, manufacturing &amp; construction</td>
<td>5,673</td>
<td>8</td>
<td>14,209</td>
<td>13</td>
</tr>
<tr>
<td>Agriculture</td>
<td>713</td>
<td>1</td>
<td>462</td>
<td>0</td>
</tr>
<tr>
<td>Health and welfare</td>
<td>3,560</td>
<td>5</td>
<td>11,085</td>
<td>10</td>
</tr>
<tr>
<td>Services</td>
<td>406</td>
<td>1</td>
<td>2,383</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>72,813</td>
<td>100</td>
<td>108,037</td>
<td>100</td>
</tr>
</tbody>
</table>

Based on the number of students by field of education and type of university, results showed that the Lebanese University was mainly chosen by students enrolled in humanities & arts and sciences. Other universities were mostly chosen by students enrolled in social sciences, business & law, humanities, science and engineering and health & welfare.
In general there were more women than men enrolled in universities in 2009-2010. Out of the total number of students in all universities there were 53% women and 47% men.

At the Lebanese University there were many more women than men, while in other universities the difference between women and men was not as marked but there were more men than women.

Women are in the majority in education, but also in health and welfare and humanities. On the other hand men are in the majority in engineering but they also share with women a number of fields where they are almost equal, such as general programmes, social sciences and business; science; agriculture and services.
Students in technical education were doing less well compared to students enrolled in vocational education.

Results showed that approximately half of them didn’t succeed in their training programme in 2009-2010.
There was a clear relationship between the education level of the head of household and the type of school pupils were enrolled in. The higher the education level of the head of the household the more likely it was that pupils would be enrolled in a private school. Only 31% of pupils, whose head of household was illiterate, were enrolled in a private school compared with 82% of pupils whose head of household had a university degree.

For 62% of households none of their members held a university degree. On the other hand 38% of households had at least one person holding a university degree and 16% had more than one person educated to degree level.

Did University degree provide direct access to the labor market

Only 53% of the population of Lebanon aged 15 years and above holding university degree are in employment, the remaining are either inactive or unemployed.
Illiteracy in Lebanon

- Illiteracy rate for women was twice that for men

24% of households had at least one household member identified as being illiterate and 7% had more than one.

Illiteracy is calculated for persons aged 10 years and above.

In 2009, survey results showed that 16% of women were illiterate while only 8% of men were illiterate. However, above primary level education the proportion of women and men achieving each level are broadly equivalent.
Lebanon Compared to neighbouring countries

This section is dedicated to comparing Lebanon to selected Mediterranean countries; it is based on the EUROSTAT publication, which provided comparable figures. Data used in this section are extracted from the ‘Pocketbook on Euro-Mediterranean statistics, 2011 edition, available at the following link: http://epp.eurostat.ec.europa.eu/portal/page/portal/product_details/publication?p_product_code=KS-32-11-802

**Figure 18: Educational attainment of population aged 25 and over (in percentage) in 2009**

<table>
<thead>
<tr>
<th>Country</th>
<th>Illiterate</th>
<th>Up to primary (ISCED 0-1)</th>
<th>Lower secondary (ISCED 2)*</th>
<th>Upper Secondary (ISCED 3-4)</th>
<th>Tertiary (ISCED 5-6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Egypt</td>
<td>8.5</td>
<td>81.4</td>
<td>17.3</td>
<td>15.7</td>
<td>14.8</td>
</tr>
<tr>
<td>Morocco</td>
<td>9.7</td>
<td>48.1</td>
<td>24.4</td>
<td>17.1</td>
<td>12.7</td>
</tr>
<tr>
<td>Lebanon</td>
<td>11.7</td>
<td>28.2</td>
<td>21.4</td>
<td>19.5</td>
<td>5.6</td>
</tr>
<tr>
<td>Palestinian territory</td>
<td>8.1</td>
<td>39.6</td>
<td>20.5</td>
<td>17.3</td>
<td>18.2</td>
</tr>
<tr>
<td>Syria</td>
<td>20.5</td>
<td>46.4</td>
<td>17.3</td>
<td>15.7</td>
<td>14.8</td>
</tr>
</tbody>
</table>

* The lower secondary figure is for those who have ‘at most’ lower secondary attainment and includes those who may be illiterate or do not go beyond primary school.

**Table 4: Adult (15 years and above) Literacy rates in 2007**

<table>
<thead>
<tr>
<th>Country</th>
<th>Women</th>
<th>Men</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algeria*</td>
<td>64.1</td>
<td>81.4</td>
<td>72.8</td>
</tr>
<tr>
<td>Egypt*</td>
<td>57.8</td>
<td>74.6</td>
<td>66.4</td>
</tr>
<tr>
<td>Jordan*</td>
<td>88.4</td>
<td>95.7</td>
<td>92.1</td>
</tr>
<tr>
<td>Lebanon*</td>
<td>86.1</td>
<td>93.4</td>
<td>89.6</td>
</tr>
<tr>
<td>Syria*</td>
<td>78.1</td>
<td>91.7</td>
<td>85.2</td>
</tr>
<tr>
<td>Tunisia*</td>
<td>68.1</td>
<td>85.3</td>
<td>76.6</td>
</tr>
</tbody>
</table>

*Algeria, Egypt, Syria and Tunisia 2006

**Table 5: Youth (15 - 24 years) Literacy rates in 2007**

<table>
<thead>
<tr>
<th>Country</th>
<th>Women</th>
<th>Men</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algeria*</td>
<td>89.2</td>
<td>94.4</td>
<td>91.8</td>
</tr>
<tr>
<td>Egypt*</td>
<td>81.8</td>
<td>87.9</td>
<td>84.9</td>
</tr>
<tr>
<td>Jordan*</td>
<td>98.1</td>
<td>98.4</td>
<td>98.3</td>
</tr>
<tr>
<td>Lebanon*</td>
<td>99.1</td>
<td>98.4</td>
<td>98.7</td>
</tr>
<tr>
<td>Syria*</td>
<td>94.6</td>
<td>96.6</td>
<td>95.7</td>
</tr>
<tr>
<td>Tunisia*</td>
<td>94.9</td>
<td>97.9</td>
<td>96.4</td>
</tr>
</tbody>
</table>

*Algeria, Egypt, Syria and Tunisia 2006

**source**: EUROSTAT
Glossary and classification used in this publication

Glossary for vocational and technical education

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAP</td>
<td>الكفاءة المهنية</td>
</tr>
<tr>
<td>BP</td>
<td>التكوينية المهنية</td>
</tr>
<tr>
<td>SP</td>
<td>الدراسة المهنية</td>
</tr>
<tr>
<td>BT</td>
<td>البكالوريا الفنية</td>
</tr>
<tr>
<td>TS</td>
<td>الامتياز الفني</td>
</tr>
<tr>
<td>LT</td>
<td>الأجارة الفني</td>
</tr>
<tr>
<td>LET</td>
<td>الأجارة التعليمية الفني</td>
</tr>
<tr>
<td>Private certificates</td>
<td>الاقصاعات الخاصة</td>
</tr>
</tbody>
</table>


ISCED classification of levels of education
- Level 0 - Pre-primary education
- Level 1 - Primary education or first stage of basic education
- Level 2 - Lower secondary or second stage of basic education
- Level 3 - (Upper) secondary education
- Level 4 - Post-secondary non-tertiary education
- Level 5 - First stage of tertiary education
- Level 6 - Second stage of tertiary education

Employment –to population ratio: Is the ratio of employed persons to total population with same age groups, it is calculated according the the following formula:

\[
\text{Employment – to population ratio 15 years & above} = \frac{\text{Employed 15 years & above}}{\text{Population 15 years & above}} \times 100
\]

Data sources
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