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

Guinea

Early Childhood Care and Education (ECCE) programmes

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GUINEA

Early Childhood Care and Education (ECCE) programmes

A. GENERAL INFORMATION, STATISTICS AND INDICATORS

Starting age of compulsory education (if applicable):

The compulsory education age range is 7 to 12 years.

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

(ISCED = International Standard Classification of Education)

1.1. National definition of ISCED 0 programmes:

Pre-school education

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

3-6 years.

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

1.3.1. Enrolment:

	Percentage	Year
Gross enrolment ratio	6.1	2003/2004
Net enrolment ratio	5.7	2003/2004
Percentage of children entering primary education with previous preschool experience	17.4	2003/2004

Source: UIS

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
4.2	21.3	27.8	26.5	16.5	3.7

Source: National Department for the Promotion and Protection of Children, December 2005.

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)
1,895

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 government, the children's parents, communities, the private sector and international partners (approximately US \$400,000 in 2004 and 2005).

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

2.1. National definition of other ECCE programmes:

In addition to the UNICEF Integrated Early Childhood Development Programme, the country's own Early Childhood Development Programme (ECD-EFA) and Early Childhood Institutional Capacity-Building Programme (PRCI-ECD), there are support activities for young children (0-3 years): vaccination, mother/infant health, parent education, and other activities.

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

0-3 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:

The national early childhood policy and a Memorandum of Understanding signed by five Ministries on the implementation of the integrated approach.

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

Ministry for Social Affairs, the Promotion of Women and Childhood. The national Department of Pre-School Education and Child Protection.

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.):

Rural Development Communities (CRDs) (subregional bodies), communities, NGOs and private promoters.

3.4. Type of personnel involved:

Teachers, supervisors, nursery teachers/instructors, housekeepers.

3.5. Type of staff training (requirements):

An integrated approach to early childhood supervisory techniques.

3.6. Recent national policies and reforms:

- National policy document on pre-school education and early childhood development, revised in 2001.
- National child protection policy, updated.
- Guinea's Code on the Child is being drafted.
- A protocol on cooperation to combat child trafficking has been signed by nine countries of the West African subregion.
- A monitoring and assessment unit has been set up to deal with child promotion and protection activities.
- Guinea's Parliament of Children was renewed in 2005 for a further five years.

3.7. Efforts targeted at vulnerable or disadvantaged children:

- Establishment of Community Education Centres (CECs) to operate in the urban and periurban areas.
- Establishment of an interministerial committee to combat human trafficking (especially child trafficking) and another to combat the worst forms of child labour.
- Establishment of a Central Advisory Committee for the CCLEE project (education to combat child labour and exploitation).
- Establishment of a National Committee to support the registration of births.

- Establishment of a Steering Committee for action on behalf of orphans and other vulnerable children (OEV).
- Construction of a National Centre for the social and vocational rehabilitation of street children.

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

The Education for All programme (EFA), through the Early Childhood Development sub-component (ECD), and the Guinea-UNICEF cooperation programme (2002-2006).

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

3.9.1. Objectives and aims:

This is an integrated programme involving the following areas: education; early learning and health; hygiene, nutrition and protection.

3.9.2. Learning areas and teaching-learning methods:

The number of hours of pre-school teaching is given below by discipline:

Level/Age group	Activity	Hours per week	Hours per year
First year	Language skills – Pre-reading	1 ² / ₃ -3 ³ / ₄ hrs	60-135 hrs
	Oral: – Recitation-poetry	1 ² / ₃ -3 ¹ / ₃ hrs	60-120 hrs
Second year	– Stories and legends	1 ² / ₃ hrs	60 hrs
	– Singing	1 ¹ / ₄ hrs	45 hrs
Third year	Language skills		
	Writing: – Pen strokes	2 ¹ / ₂ hrs	90 hrs
	– Drawing		
	– Writing		
	Manual art:	3 ¹ / ₃ hrs	120 hrs
	Drawing, colouring, painting, cutting out, shredding, folding, perforating, collage, modelling.		
	(4) Motor perception	1 ¹ / ₄ hrs	45 hrs
(5) Mathematical reasoning	1 ² / ₃ -2 ¹ / ₁₂ hrs	60-75 hrs	
(6) Psychomotor development	2 ¹ / ₂ hrs	90 hrs	
(7) Recreation			

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

First year pre-primary pupils have 20 hours of lessons a week, second-year pupils receive 22 hours 55 minutes and third-year pupils 24 hours 10 minutes.

3.10. Any other relevant and pertinent information

There are three public pre-schools in the country, and all other existing ECCD programmes are either private or NGO initiatives. The *nursery schools* and *kindergartens* are privately funded, privately run initiatives. The Community Education Centres (*Centres d'encadrement communautaires*, CECs) are a recent initiative, financed by UNICEF and ActionAid and concentrated in rural areas of the two poorest regions (Haute Guinée and Basse Guinée). [There are also some CECs in the other regions.]

About 75% of the centres take children from ages three to six years, and a small number of them take children from the age of two. Some even take infants. Most of the centres take both boys and girls, and the average for the pre-school enrolled population is 52% boys. Nevertheless, the study found geographical differences between girls' and boys' enrolment rates. In the Haute Guinée region, where access to pre-school is considerably lower than for the other regions, the percentage of girls enrolled was 6-11 points lower than that of boys.

There are approximately 1,100 "preschool teachers" in Guinea [see point 1.3.3 above], with a wide variety of training/experience, ranging from none to high school with a few, only 8%, having a higher education level. The vast majority has not received ECCD-related training; about 13% have been trained as instructors in the National Teacher Training Colleges.

There are no ECCD-related training institutions in the country, with the exception of isolated NGOs that provide short courses for their personnel. (*Source: A. Jaramillo & K. Tietjen. Early Childhood Development in Africa: Can We Do More for Less? A Look at the Impact and Implications of Preschools in Cape Verde and Guinea. The World Bank Human Development Sector, Africa Region, July 2001.*)

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	Yes	About 100,000 families/communities
As component of health and nutrition programmes, such as information about child development included in health and nutrition visits	No	
Parent groups that meet to discuss issues of their young children, including health, nutritional status, and development	Yes	113 women's groups, each comprising 30 members, are active. There are therefore 3,390 beneficiaries
As component of adolescent, livelihood or literacy programmes	Not available	
Media broadcast, such as <i>Sesame Street</i> , with media for and with children	Yes	
Other (please specify)	Yes	Interactive broadcasts on rural radio promoting ECD

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).

There are 493 children in orphanages (aged 0-5 years), 190 boys and 283 girls.

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

An information-gathering and data processing unit is being set up.

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

Yes

[Information revised by the Ministry in charge of early childhood education, December 2005.]