

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

# **Bolivia**

## **Early Childhood Care and Education (ECCE) programmes**

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## BOLIVIA

### 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), education is compulsory for children aged six to 13.

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

(ISCED = International Standard Classification of Education)

##### **National definition of ISCED 0 programmes:**

Early education (pre-primary)

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

Ages three to four: alternative early education (nurseries, indirect provision)

Ages four to five: formal early education (nurseries, educational units)

##### **1.3. ISCED 0 programmes: statistics and indicators**

###### *1.3.1. Enrolment:*

	<b>Percentage</b>	<b>Year</b>
Gross enrolment ratio	47.6	2003-04
Net enrolment ratio	38.9	2003-04
Percentage of children entering primary education with previous preschool experience	62.7	2003-04

*Source:* UNESCO Institute for Statistics.

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	0.6	18.8	60.9	15.5	1.2
			67.8(*)	91.9(**)	89.1(**)

UIS 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)
5,529	92	78.5 (*)	32.4 (*)	82.4 (*)

(\*) The data are for 2002-03.

1.3.4. Funding:

	Percentage
Public current expenditure per pupil as percentage of the Gross National Product per capita	8.5 (2004)

Source: UNESCO Institute for Statistics.

1.3.5. Main source(s) of financing: *Data not available*

## 2. OTHER ECCE PROGRAMMES

(Generally preceding ISCED 0 programmes)

### 2.1. National definition of other ECCE programmes:

First stage of early education (pre-primary; early learning and development).

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

From zero to three/four years of age; this is non-formal and not school-based, being provided mainly by the family and community with support from public and private bodies.

### 2.3. Estimated number of children covered by other ECCE programmes:

*Data not available*

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

### **3.1. Legislation concerning ECCE:**

Education Reform Act (1994).

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

The Ministry of Education through its School and Alternative Education Department, which is responsible for all early education standards and oversees formal and alternative education services provided by both the public and private sectors.

### **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 private bodies such as non-governmental organizations, the Church and factories which provide funding for a variety of specific under-six childhood care programmes, many of which are associated with the services of the National Care Programme for Children Under Six (PAN) through specific content, providing technical assistance, training or administration of the services implemented.

(*N.B.*: The PAN programme terminates in 2005)

### **3.4. Type of personnel involved (teachers, assistants, other staff):**

Early education teachers.

### **3.5. Type of staff training (requirements):**

Prospective preschool teachers must have completed secondary education and have obtained a humanities school-leaving certificate. Specialist training qualifications are required for teachers to work with children aged zero to five/six and in different forms of education provision.

### **3.6. Recent national policies and reforms:**

*Data not available*

### **3.7. Efforts targeted at vulnerable or disadvantaged children:**

The National Care Programme for Children Under Six (PAN), whose goal is to provide comprehensive care for children under six from the poorest sections of society through integrated family and community nurseries.

(*N.B.*: The PAN programme terminates in 2005).

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

National Care Programme for Children Under Six (PAN).

Andean Subregional Project for Basic Services and Policies for Children in Bolivia (PROANDES).

Comprehensive Child Development Project.

Multinational Project on Basic Education (PRODEBAS) OAS/BOL: comprehensive care project for children under six in disadvantaged urban areas of Bolivia.

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

Curricular design for the second stage of early education in public education units.

#### *3.9.1. Objectives and aims:*

The aims and objectives laid down by early education policies are to:

- promote the comprehensive development of children and provide for their nutrition, health and education needs;
- provide better training and guidance for parents and the community, since they provide children with the necessary environment to develop normally or satisfactorily, ensuring that their individuality and creativity are respected;
- prevent, identify and treat children's biological, psychological and social problems in a timely manner;
- maintain the health of individuals and promote a healthy lifestyle;
- contribute to the integration and strengthening of the family and community;
- contribute to the socialization of children;
- encourage children to express themselves and to show initiative and creativity;
- guide and expand the field of early learning experiences;
- provide activities that develop psychomotor and language skills and capabilities;
- accustom children to the school system and environment;
- their families and their sociocultural environment, with a view to ensuring universal provision of the last year of the second stage (ages five to six) and gradually expanding coverage for younger age groups;
- develop quality early education that provides timely, relevant education reflecting differences of ethnicity, culture, language, religion, gender, and so on, through the implementation of a flexible curriculum;
- foster human resources in the family, community, teaching profession and institutions so that, while working from their own sphere, they together create an educational community whose goal is the realization of children's development potential.
- work to build a values-based multicultural, multilingual society from birth onward;
- strengthen the comprehensive childhood care system by means of intersectoral and interinstitutional coordination that ensures sustainability, training and optimum use of resources;
- promote research as a form of permanent feedback for the system with the potential to develop theories that are relevant to our cultures;

### 3.9.2. Learning areas and teaching-learning methods:

Curriculum design is flexible, open, integrated and comprehensive. In this context, early education is intended to complement and support the family in the upbringing of children, and the second stage acts as a bridge between the children's spontaneous learning in the family and the knowledge that they acquire more systematically at school. To achieve these purposes, early education:

- treats play as the basic principle of expression, exploration and knowledge-building;
- promotes all-round development of children's capabilities;
- accepts that children construct their knowledge out of the complex reality around them;
- ties school closely to the family and wider culture.

Early education operates as an introduction to the areas of knowledge that will be covered at the primary level. The aim of this approach is to begin introducing children to a more systematic way of understanding and learning about the world than the way in which they would have experienced at home. This means identifying the skills that children will need to acquire and that will contribute in turn to the full development of basic functions. Context for the different fields of knowledge is provided by means of key subject areas that teach children to relate to themselves and to their social and natural environment.

Teachers are provided with a number of supporting documents for classroom work that establish a basic national framework of teaching guidelines and approaches for this level (the preschool teacher's guide was drawn up in 1996, but has since been superseded by the curriculum that has been developed). These are:

- curriculum designed for the early education level (May 2005);
- study plan and curricula for the early education level (May 2005).

Other reference documents are also available, including:

- *curriculum adapted for children with special education needs at the early learning and primary levels;*
- *working with classroom projects.*

The curriculum is structured by skills in five areas, namely:

- expression and creativity;
- language and communication;
- mathematics;
- life sciences;
- technology.

Under the current law, assessment is treated as a pedagogic tool that provides information on children's learning attainments and any support they might require. This is an ongoing process in which teachers use a variety of instruments such as systematic record-keeping, personal files, class registers or observation records based on indicators. The teacher's assessment is supplemented by the children's own self-assessments and joint assessments.

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

Five days a week, 80 periods a month (76 periods for integrated areas and four periods for planning with the children). 20 periods a week.

### **3.10. Any other relevant and pertinent information**

*Planned activities:*

- Implement different childhood care methods, particularly in rural areas, to increase the coverage of high-quality provision.
- Generate intersectoral and inter-institutional management and coordination strategies at the local level to ensure the sustainability of comprehensive care for children aged zero to six.
- Use the experience of childhood care for zero- to four-year-olds gained by governmental and non-governmental institutions nationwide to draw up and disseminate a basic curricular document for the comprehensive care of this age group.
- Provide teachers and supervisors with teacher training materials to improve the quality of provision at the early education level.
- Hold participatory workshops to study, analyse and provide information on the early education level in order to convey its importance, involve society as a whole in the design of childhood care methods and train the requisite human resources to carry out such work.

[*Sources:* See the website of the Organization of Ibero-American States, <http://www.oei.es/>]

**C. SUPPLEMENTARY INFORMATION ON ECCE (TO BE COLLECTED IF POSSIBLE IN COLLABORATION WITH UNICEF OFFICES)**

**4.1. Parenting programmes are usually addressed to parents and families of children less than six years of age. Please give information on any parental education programme in your country in 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 Wawa Wasi programme (supported by UNICEF)	9,000
As component of health and nutrition programmes, such as information about child development included in health and nutrition visits	Yes National Health Care Programme for Under-fives (Ministry of Health)	Nationwide
Parent groups that meet to discuss issues of their young children, including health, nutritional status, and development	Yes Kallpa Wawa programme (supported by UNICEF)	16,000
As component of adolescent, livelihood or literacy programmes	Yes Kallpa Wawa programme (supported by UNICEF)	16,000
Media broadcast, such as <i>Sesame Street</i> , with media for and with children	No	

**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)**

Yes. The Wawa Wasi and Kallpa Wawa are intended for rural populations with high indices of poverty and a high concentration of indigenous people.

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

There is no national system for monitoring children's development. Each programme has its own monitoring instruments. However, N. Ortiz's Abbreviated Scale of Psychosocial Development is in very widespread use among the different programmes.

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

Early education policies produced by the Ministry of Education in 1996

A comprehensive care policy is being formulated by the National Commission for Childhood and Adolescence and is now undergoing final review.

*[Information reviewed and additional data provided by UNICEF, December 2005.]*