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Strong Foundations: Early Childhood Care and Education

Guatemala

Early Childhood Care and Education (ECCE) programmes

Compiled by:
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GUATEMALA

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 seven to 15.

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 (that is, education received by children aged four, five and six in official, private and other types of educational establishments corresponding to Infants 1, 2 and 3).

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

Pre-primary caters to children aged four, five and six.

1.3. ISCED 0 programmes: statistics and indicators

1.3.1. Enrolment:

	Percentage	Year
Gross enrolment ratio	57.5	2004
	56.8	2005
Net enrolment ratio	45.2	2004
	46.0	2005
Percentage of children entering primary education with previous preschool experience	79.9 (*)	2003-04

Sources: Ministry of Education, January 2006; (*) 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
0.0	6.5	11.3	34.3	49.1	5.3
				17.9(*)	84.2(**)

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)
17,000(*)	...	100

Source: Ministry of Education, January 2006.

(*) Includes teachers in the official, private and NGO sectors.

1.3.4. Funding:

	Percentage
Public current expenditure per pupil as percentage of the Gross National Product per capita	4.01 (2004)

Source: UIS.

1.3.5. Main source(s) of financing:

93% from the State's current accounts and 7% from loans and grants from external sources.

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

2.1. National definition of other ECCE programmes:

- Community preschool education readiness centres (CENACEP).
- Integrated Provision Project (PAIN).
- Educate Me Hand-in-Hand, a non-institution-based programme.
- Take My Hand programme.

These are different formal education arrangements for children aged zero to six, aimed at expanding coverage in conditions of equity and quality.

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

- Community preschool education readiness centres (CENACEP) cater to children aged six who are about to enter primary education.
- The Integrated Provision Project (PAIN) offers coverage for children aged zero to six and their families.
- The Educate me Hand-in-Hand non-institution-based programme provides coverage for children aged zero to six and their families.
- The Take my Hand programme provides coverage for children aged zero to six through family-based literacy strategies.

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

- Community preschool education readiness centres (CENACEP) cater to an average of 47,105 children per year.
- The Integrated Provision Project (PAIN) provides coverage for 15,640 children aged zero to six and their families.
- The Educate me Hand-in-Hand non-institution-based programme covers 2,030 children in 834 families.
- The Take my Hand programme covers 350 families in 15 literacy groups.

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

3.1. Legislation concerning ECCE:

Mainly enshrined in the Constitution of the Republic, Articles 71 to 81 inclusive, and the National Education Act, Legislative Decree No. 12-91.

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

The Ministry of Education, as the governing body for education in Guatemala.

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.):

Official schools, programmes and projects under the Ministry of Education; the Social Welfare Secretariat, with Integrated Provision Centres; the Social Works Office of the Wife of the President, which runs a community homes programme; Child Protection Society; NGOs; municipalities; private educational establishments; day care centres; and others.

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

Teachers and educational support staff. Purely infant schools in the public sector also have music teachers, child-care staff and administrative and security staff in some establishments. State establishments that provide early education have a similar staff profile, with a director, deputy director, social worker, pre-primary teachers, paediatrician, nurse, graduate child-care staff and assistants, administrative and kitchen staff, caretakers and maintenance staff.

Centres that provide non-conventional care are staffed by educational agents who might be parents or other community members.

3.5. Type of staff training (requirements):

Teachers who work in the official sector must have a pre-primary education qualification. This is obtained in teaching-training colleges, which provide a diversified stage of secondary education encompassing courses in psychopedagogy, scientific and humanistic studies and a teaching internship. There is also training for bilingual pre-primary teachers.

Since 2002, 17 teacher training colleges were established to train preschool teachers and to provide education to children aged zero to six in urban and rural areas, consistently with cultural and sociolinguistic considerations.

Staff who cater to younger children (nannies) undergo training for two years at a training college offering this special field.

Community educational agents and parents receive coaching as part of community-based training.

3.6. Recent national policies and reforms:

In 2003, the Integrated Childhood and Adolescence Protection Law was issued under Decree 27-2003. In 2002, the design and construction of the Basic National Curriculum was concluded and approved by civil society.

3.7. Efforts targeted at vulnerable or disadvantaged children:

- (a) Since 2004, the Ministry of Education has implemented a strategy for expanding pre-primary education coverage in which quality and equity are ensured and which contains nine lines of action, aimed at achieving coverage of 75% by 2008.
- (b) In 2002, an integrated care network (RECOAINI) was set up to bring together all institutions providing education for all types of children in order to influence public policy and take measures aimed at providing quality integrated care and education on an equitable basis for children aged zero to six.

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

Ministry of Education programmes

- Community preschool education readiness centres (CENACEP).
- Integrated Provision Project for children aged zero to six (PAIN).
- Educate me Hand-in-Hand non-institution-based programme.
- Take my Hand programme.

Programmes run by government institutions

- Integrated Provision Programme of the Social Welfare Secretariat of the Office of the President of the Republic (SBS).
- Community homes programme of the Social Works Office of the Wife of the President (SOSEP).

Private sector

- Child Protection Society.
- Day care centres.
- Private schools.

Others

- Centres run by NGOs.

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

3.9.1. Objectives and aims:

The pre-primary curriculum is governed by the principles established as part of the curricular reform. On this basis, 10 criteria have been established in order to promote quality education at the pre-primary level:

- child-centred processes;
- family and community involvement and advocacy;
- relevance to the setting;
- cultural relevance;
- respect and provision for individual differences;
- consistencies of activity and communication;
- integrated learning;
- play as the right and privilege of children;
- strengthening of child development;
- children's participation and central role.

3.9.2. Learning areas and teaching-learning methods:

The pre-primary curriculum is organized into areas that reflect the different stages of development between the ages of four and six in order to contribute to children's comprehensive education. The areas are designed to allow the mainstreaming of the various main thrusts of the curriculum. The development areas are:

- learning skills;
- communication and language;
- social and natural environment;
- artistic expression;
- physical education.

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

Five days per week, 15 hours per week.

3.10. Any other relevant and pertinent information

In 2001 the Ministry of Education's technical team for the infant level (DICADE-MINEDUC) proposed a curriculum based on the development of competences, as a foundation for lasting and meaningful learning achievements. The proposed curriculum, which is based on the criteria set out in paragraph 3.9.1. above, was the subject of a consultation of civil society and teachers.

The proposal is organized into areas that reflect the structure of knowledge at the different stages of human development from birth to six years, seeking to contribute to all-round child development. The areas for stage I are: learning skills, communication and language, knowledge of the world, artistic stimulation and motor development. The areas in stage II are: learning skills, communication and language, social and natural environment, artistic expression and physical education.

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 six years of age. Please provide information about any parenting programmes in your country according to the table below:

No data available

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?

[Information revised by the Ministry of Education, January 2006.]