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Strong Foundations: Early Childhood Care and Education

Peru

Early Childhood Care and Education (ECCE) programmes

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PERU

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, education is compulsory for the six to 16 age group.

N.B.: Under the Regulations on Basic Education (D.S. No. 013-2004-ED), the compulsory nature of education includes the responsibility to provide a variety of educational services for children aged zero to two or their families and, from the age of 3 onward, it includes families' obligation to enrol their children in formal or non-formal early education programmes.

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

(ISCED = International Standard Classification of Education)

1.1. National definition of ISCED 0 programmes:

Early education

N.B.: Under General Education Law No. 28044 and its amendment Law No. 28123: "Early education is the first level in regular basic education. It serves children under the age of six and is provided in formal or non-formal settings under the terms set out in the regulations. The State also undertakes to provide for children's health and nutritional needs within a framework of intersectoral action. Early education is coordinated with primary education, ensuring educational and curricular consistency and preserving identity, specificity and administrative and management autonomy."

With family and community support, early education aims to promote childrearing practices that contribute to children's all-round development, encompassing their socio-emotional and cognitive growth, oral and artistic expression and psychomotor development, as well as respect for their rights.

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

Children aged three to five (also those aged zero to two).

1.3. ISCED 0 programmes: statistics and indicators

1.3.1. Enrolment:

	Percentage	Year
Gross enrolment ratio	60.1	2004
Net enrolment ratio	59.8	2004
Percentage of children entering primary education with previous preschool experience	<i>Data not available</i>	

Source: Ministry of Education, National Early and Primary Education Department, March 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
0.0	39.7	60.3	73.7	0.0	0.0
			8.2(*)	96.1(**)	100(**)

UIS estimates.

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

1.3.3. Teachers (2004):

Total number of teachers	Of whom female (%)	Percentage of trained teachers (all)	Percentage of trained teachers (males)	Percentage of trained teachers (females)
46,279	96.5

Source: Ministry of Education, National Early and Primary Education Department (DINEIP), March 2006. (...) Data not available.

1.3.4. Funding:

	Percentage
Public current expenditure per pupil as percentage of the Gross National Product per capita	5.80 (2004)

Source: UIS.

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:

See preceding sections.

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

See preceding sections.

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:

Under the Constitution of 1993, one year of early education is compulsory for the population aged five to six years.

Law No. 28123, amending Article 36 paragraph (a) of General Education Law No. 28044 of 2003, states that “early education is the first level in regular basic education. It serves children under the age of six and is provided in formal or non-formal settings under the terms set out in the regulations. The State also undertakes to provide for children’s health and nutritional needs, within a framework of intersectoral action. Early education is coordinated with primary education, ensuring educational and curricular coherence and conserving identity, specificity and administrative and management autonomy”.

General Education Law No. 28044, promulgated in July 2003, guarantees the universal provision of basic education throughout the country as a pillar of human development, insofar as it makes education compulsory for pupils of early, primary and secondary schooling. The State shall also provide the public services needed to achieve that objective and will ensure that the time spent in education is comparable to international standards (Article 12).

Early education is provided in formal and non-formal settings in response to Peru’s family, social, cultural, linguistic and ecological diversity. Both modalities of provision must meet the quality criteria referred to in the General Education Law, ensuring equality of opportunities and inclusion for all, girls and boys alike.

Formal early education is provided under specific rules established by the Ministry of Education and it includes the following types of establishments:

- a) Nursery, which caters to children under the age of three. Nursery care is the responsibility of early education teachers, with the support of teaching assistants.
- b) Kindergarten, which caters to children aged three to five. Kindergartens are organized in different ways so that provision is adapted to the specific traits of the children, their families and their environment. Kindergarten education is the responsibility of early education teachers.
- c) Combined nursery-kindergartens cater to children up to the age of five using both of the above strategies.

The Local Education Management Unit (UGEL) coordinates work with the municipalities in its jurisdiction, providing technical support as required for the establishment of municipal nurseries, further to the Municipalities Act, under which municipalities have responsibilities in the development of social programmes.

Directive No. 207-2005 (National Early and Primary Education Department (DINEIP)) specifies that non-school based care and education is delivered through programmes that use different strategies to meet the educational needs of organized communities. Non-formal programmes include:

A) Community children's programmes. These are aimed at broadening educational opportunities by selectively addressing the specific needs of children under the age of six, particularly those in disadvantaged situations. These programmes are implemented through various strategies, such as:

Toy library. The aim is to foster social, emotional and cognitive development among children under six through play and recreation. The children are brought by their mothers, fathers, guardians or other family members, who look after them and have the opportunity to play and share experiences with them. The venue used is a structured space in which there are educational materials that the children use freely and spontaneously. The toy library operates on a flexible morning and/or afternoon schedule agreed with the community. A Community Education Visitor is responsible for the programme and coaches the adults accompanying the children on how to relate to children during interaction with toys and materials. The Education Visitor is also responsible for the care and maintenance of the materials and toys.

B) Integrated education programmes for children under the age of three. These offer care, foster the development of social, cognitive, physical and communicational capacities and attitudes and are coordinated intersectorally in order to address health and nutritional needs. Such programmes are implemented through different strategies:

Programmes conducted in the home: Integrated Family-Based Early Education Programme (PIETBAF), Learning at Home, and others. These are directed towards children under the age of three, especially in families at risk or living in scattered communities, and they develop parenting skills as regards child care and development. An Education Visitor brings a set of materials to the child's home once a week, staying one to two hours depending on the children's and the family's needs. The schedules are coordinated with the parents. During the visit, the Education Visitor talks to the parents or guardians and observes the child at play, noting how he or she relates to the family and providing guidance on child development and wellbeing. In general, each Education Visitor is responsible for at least five families, depending on the size of the area.

Programmes carried out in organized venues with family members present: Comprehensive Early Education Programme (PIET) or Wawa Pukllana. Usually conducted by an Education Visitor, these programmes are designed for children aged six months to two years. They operate in organized venues in which there are materials that contribute to the development of this age group's capacities and attitudes through play. They are carried out in a single session coordinated in advance by the Education Visitor and the parents. Children attend with their parents twice per week. Parents or guardians are encouraged to participate and receive coaching on their children's development and care. Groups number from eight to ten children and the sessions may last for one to two hours depending on their needs.

Programmes carried out in organized venues without family members present: Early Learning Centres (Salas de Educación Temprana (SET)). These are for children aged six months to two years, especially those with working parents. The venue contains materials that contribute to the development of this age group's capacities and attitudes through play. The Early Learning Centres run morning or afternoon sessions with a regular timetable. Parents leave their children with the Education Visitor, who

conducts educational activities suitable for the age groups. Each Centre may have two Education Visitors with a group of six children each (that is, a total of 12 children). Each Visitor is responsible for a different age group.

C) Early education programmes for children aged three to five. These promote the all-round child development, especially the development of communication abilities, through art, play, acting, music, oral tradition and literature. Such programmes use the strategy set out below:

Non-formal early education programme (PRONOEI). This is an educational service for children aged three to five in rural and marginal urban areas, informal settlements or shanty towns. It operates in organized venues at which materials and inputs are provided to help to develop children's capacities and attitudes. The children are under the direct care of a Community Education Visitor, who is advised by a Teaching Coordinator to facilitate the development of competences and skills. Each Teaching Coordinator is responsible for eight to ten programmes, depending on the geographical location and the demand for the service. In rural areas, each Education Visitor has at least eight children in the programme; in marginalized urban areas, informal settlements or shanty towns, 15 children. An Education Visitor may be responsible for no more than 25 children in either case. In very isolated or inaccessible areas, Education Visitors may attend to smaller numbers.

Childrearing practices programmes: These programmes are implemented mainly through:

Programmes for the families of children under the age of three: These include different procedures designed to enhance childrearing practices and family relationships using different means of social communication. Aimed at fathers, mothers, siblings or other family members who care for children.

Integrated care programme for parents' groups, Learning Families. This operates mainly in more densely populated areas, where mothers, expectant mothers, fathers and other family members can meet regularly for coaching in parenting skills. The programme is run by Teaching Coordinators who are responsible for at least five groups of some 10 to 15 parents each. They work on childrearing and family life issues and prepare materials. Home visits to the participating families may also be conducted.

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

The Ministry of Education, Regional Education Departments and Local Education Management Units.

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.):

Data not available

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

Formal: Classroom teachers.

Non-formal: Teaching Coordinators; Community Education Visitors.

3.5. Type of staff training (requirements):

Formal early education establishments are staffed by teachers holding a qualification in education, preferably specializing at the preschool level.

Non-formal programmes are run by a Community Education Visitor, who is a member of the community in which the programme is being conducted. Education Visitors are trained by a Teaching Coordinator, who holds a qualification in education, preferably specialized at the preschool level. Non-formal programmes are implemented in remote areas of the country.

3.6. Recent national policies and reforms:

National Plan of Action for Childhood and Adolescence

In 2003, the authorities passed Supreme Decree No. 003-2002 (Ministry for Women's Affairs and Human Development (PROMUDEH)), approving the National Plan of Action for Childhood 2002-2010, which is the framework document on the actions, programmes and strategies to be undertaken and implemented by the different State sectors and institutions and by civil society in order to enforce the human rights of Peruvian children and adolescents fully as a national agenda priority.

The first strategic objective contained in the Plan is to “*ensure a healthy life for boys and girls from birth to the age of five*”. The expected outcomes by 2010 are:

- creation of conditions for healthy and safe motherhood and birth;
- universal right of all boys and girls to a name and an identity;
- breastfeeding and the best possible supplementary nourishment for all children under the age of two;
- children's special needs screened, detected, accommodated and rehabilitated;
- conditions in place to secure the right to life of all boys and girls;
- improvement of children's micronutrient nutritional status;
- integrated development of children from an early age.

National Family Support Plan

On 9 September 2004 Supreme Decree No. 005-2004-MIMDES was signed, approving the National Family Support Plan 2004-2011. The Plan is intended to generate and coordinate State policies in order to promote the family within the action of the national, regional and local governments and society, and to backstop these levels in the fulfilment of their responsibilities in promoting the integrated development of all its members. Multisectoral meetings are held with representatives of the signatory sectors: Ministry for Women's Affairs and Social Development, Ministry of Education, Ministry of the Interior, Ministry of Labour and Employment Promotion, Ministry of Justice and Ministry of Health and Ministry of Housing, Construction and Sanitation.

Vision:

The family is strengthened as a natural institution and the basis of society in different cultural contexts; the family's unity makes it essential to the integrated development of each of its members and fundamental in transmitting values, knowledge and

cultural traditions, as well as the forum for meeting within and among generations. The State views the family as the natural focus of its policies on protection, welfare and education and seeks to promote its essential role in social development.

Mission:

To generate and/or coordinate State policies that focus the action of the different sectors of national, regional and local government and society on the family, in order to provide real support to enable families fully to perform their responsibilities in the integrated development of their members.

National Education Project

In August 2005 the document “Towards a National Education Project 2006-2021, Proposal by the National Education Council, which had been prepared pursuant to the General Education Law, was published. The project set out six strategic objectives to guide national education policy:

- a) to generate education opportunities and results of equal quality for everyone, by closing the large gaps that exist in education today;
- b) to develop educational institutions into organizations that effectively offer quality learning that is relevant to their beneficiaries;
- c) to ensure a supply of well-qualified teachers who teach with professionalism and commitment;
- d) to provide a transparently governed education system that achieves results with proper financing;
- e) to ensure the provision of quality tertiary education in all modalities, as an effective support for national development;
- f) to foster a society that educates citizens for a democratic nation.

This document is relevant to early childhood care and education because one of the outcomes sought in the framework of the first objective is to make early childhood a national priority. The aim of this is to fully guarantee all children the right to life and education from birth, with a variety of quality opportunities to ensure optimal development. With this aim in mind, the National Education Council has proposed the policies outlined below.

Intersectoral policy on ensuring child survival

This policy is aimed at solving health, nutritional and protection problems that, through poverty, risk the lives of a million children under the age of three. This is to be achieved by means of planned, coherent and systematic intersectoral action based on targets and district and regional impact indicators. More specifically, the policy aims to ensure the full satisfaction of basic health, nutritional and protection needs for children aged zero to three throughout Peru, especially those living in poverty.

The main policy measures are: (a) a basic integrated package that includes assistance in health, nutrition, sanitation, community education, family education and daily child care, intersectorally managed and affording priority to areas of poverty and extreme poverty; (b) coordination of intersectoral action in areas of shared competence in order to reduce and eliminate critical indicators in development, health

and nutrition; (c) earmarking of a basic percentage of GDP to a secured budget to ensure provision for basic survival and protection needs within the intersectoral delivery of universal early childhood care.

Education policies aimed at promoting optimal child development

These policies are aimed at creating educational opportunities for children and for those involved in their socialization. They are designed to input from different sources to enable the optimal development of children's capacities from birth, giving priority to Peru's poorest children.

Early childhood education policy promoting development of human potential. This policy aims to guarantee a variety of educational opportunities of different kinds for children under the age of three, their families and communities, giving priority to the poor and extremely poor population. Such opportunities are intended to help children to fully develop their capacities to the full. The main measures involved are: (a) children's programmes using many strategies to offer early education and means and opportunities for developing different social, emotional, intellectual and physical capacities, with a view to building identity, autonomy, sociability and creativity; (b) restructuring of the existing range of formal and non-formal education provision, based on essential quality criteria; (c) allocation of a percentage of the State mass media advertising budget to conduct continuous pro-child and pro-development campaigns.

Promotion of healthy, friendly and stimulating community environments for children. This policy is designed to influence community-specific environmental health indicators that affect children's rights and the quality of publicly-provided opportunities for childhood development, especially in the poorest areas, in partnership with local governments. The main measures involved are: (a) environmental education and social mobilization in the high-risk urban and rural communities in order to meet those healthy lifestyle requirements that have the greatest impact on child health; (b) community education and social mobilization in order to guarantee certain standards of behaviour in society relating to the defence of and respect for children's rights; (c) community education and social mobilization to meet criteria of urban design and community organization in order to ensure that public spaces and opportunities are provided for the development of children's various capacities.

Intercultural policy on the family, for healthy, stimulating and respectful childrearing. The objective of this policy is to provide parents, especially those living in poverty, with systematic opportunities to broaden their childrearing and family development capacities by improving knowledge and practices regarding the children in their cultural context. The main measures involved are: (a) parenting schemes to build up childrearing capacities with a view to identifying and meeting children's nutritional, health, growth, security, autonomy and socialization needs; (b) promotion of family mental health in order to build up resources, internal strength and problem-solving capacity, as well as the family's ability to create mutual support networks; (c) intersectoral support to improve families' standards of living by facilitating access to the public services that best match the most critical needs in their area or region.

Policy of effective, efficient and transparent childhood measures. This policy aims to increase the effectiveness of the Peruvian State's policies on childhood in general, through management that is more professional, transparent, coordinated and streamlined.

Effective and efficient management of childhood programmes, with evaluation and accountability. The aim is to enhance the efficiency of different public-sector policies, including education policy, through assessed and accountable policy design and management based on quality criteria. The main measures involved are: (a) childhood policy management assessment and accountability mechanisms, involving civil society; (b) professional and interdisciplinary management of childhood policies, with specialized staff who are regularly assessed against quality criteria; (c) shared and intersectorally coordinated targeting criteria for every territorial area in which there is joint intervention, within a framework of effective decentralization of policies and programmes on childhood care and education.

3.7. Efforts targeted at vulnerable or disadvantaged children:

Project on Education in Rural Areas (PEAR)

One of the Ministry of Education's aims in implementing PEAR is to prevent the exclusion of rural children, who are usually the country's most vulnerable.

The PEAR project aims to address cultural and linguistic diversity which has not yet been properly taken into account. Under the project's educational approach, rural children and adolescents are viewed as unique, different, important, endowed with enormous potential and having a pattern of development that has a bio-psychosocial unity consistent with their thinking, culture and worldview.

The project takes a bilingual education approach, which means that the teachers not only know the local culture, but can communicate orally and in writing both in Spanish and in their pupils' mother tongue.

The development approach adopted in PEAR includes elements of thinking on human development and sustainable development that promote individual and societal capacity-building by improving understanding of the complex processes occurring in rural areas in Peru and suggest alternative development proposals aimed, in particular, at meeting education and development needs taking account of the diversity of settlements and communities. These lines of action are encouraging intercultural dialogue, civil participation, the empowerment of indigenous peoples and peasants and, hence, the narrowing of existing equity gaps.

PEAR recognizes that, despite poverty, inequalities of State provision and difficulties in running the financial affairs of households and even of rural enterprises, and despite discrimination and social and cultural exclusion by a system and large sectors that view cultural and linguistic diversity as an obstacle to development, rural areas have strengths and opportunities that denote great potential. Some of these are:

- the cultural wealth of indigenous people and peasants, which enshrines a variety of educational resources that have yet to be acknowledged and used in many schools that look to the cities as symbols of progress;
- biodiversity as a source of future discoveries for different industries and for scientific development, on the one hand, and as a basis for local tourism ventures, on the other;

- coordination and complementarity-building among the different ecological tiers, to form a trading circuit that can meet the needs of the various population groups;
- trade positioning of craftspeople's goods in the national and international market;
- civil participation in different types of farming and indigenous organizations;
- the involvement of the rural population, in general, and of indigenous communities in discussions and decision-making on their educational aspirations;
- promotion of social oversight of educational quality, as is being developed now that Institutional Educational Councils (CONEI) are being established;
- indigenous and peasant communities' interest in and support for bilingual education schemes when proper and timely information is provided and when they are given a real opportunity to participate in the school and thus contribute their knowledge and experience.

There are broad gaps between rural and urban areas and between poor and non-poor areas as regards educational outcomes. Access to education is difficult in the more vulnerable areas. PEAR is an attempt to remedy this state of affairs at all the levels of education. In early education, PEAR promotes access to services as follows:

For children aged zero to two years, three models of non-formal provision for children, their families and adults involved in their care are to be piloted. Each model will be conducted in three stages: strategy design (June 2004-December 2005), validation (2006) and generalized strategy implementation (2007). The three models are:

“Home Learning”, based on a personalized strategy conducted by means of home visits, addressing the problems of scattered population groups. The activities are conducted in the child's everyday environment, and the fathers, mothers and other caregivers participate.

In “Learning families”, the main strategy is the socialization of experiences among families learning as a group. Their interrelation encourages reflection and group support, enhancing the educational action of the family.

“A place where children play” is based on a strategy of creating dedicated areas for children's groups within community facilities. Children attend with a family member.

Training for teacher coordinators and for education assistants/visitors for the programmes for zero- to two-year-olds is an important part of model implementation in the seven districts covered by the Project. Another is the distribution of educational material prepared for the education visitors and parents. There are plans to prepare age- and situation-appropriate toys, stories and furniture.

Both while the model is being introduced and when it is being more widely replicated, sufficient human resource provision will have to be made in the form of teacher coordinators and education visitors to cover different areas as required. They will have to be recruited at the beginning of the year in order to begin their training and monitoring.

For children aged three to five years, a combination of formal and non-formal provision is planned. The objectives are to expand coverage and build up the capacity of educational services of CEIs (early learning centres) and PRONOEIs (non-formal early education programmes) through the development of teaching processes, provision of materials, educational resources and learning resource centres (including an administrative unit), and to engage all the social actors in support for early childhood care and education.

As part of this effort, work-play areas will be set up and educational materials provided in 56 CEIs and 142 PRONOEIs, covering some 4,000 children and, once the project has been generally implemented in all 113 districts.

The efforts of the National Teacher Training Department (DINFOCAD) and the National Department for Intercultural Bilingual Education (DINEBI) are contributing to action on early education through the provision of teacher training to more than 16,000 in the project areas.

Integrated Care and Education Project for Children under six years of age in rural mountainous areas (PAIN)

This project was an initiative by the National Early and Primary Education Department (DINEIP), as part of the sub-component “Early Education Studies”. The project’s purpose was to test an innovative educational proposal to promote integrated child development in Andean rural areas through joint action by various educational and social actors, including specialists, teaching coordinators, field visitors, parents and community leaders and authorities.

The scheme began in 2001 and ended in 2003. It targeted extremely poor rural areas in the Southern Peruvian Andes and was implemented in 192 communities in the administrative departments of Apurimac, Ayacucho and Huancavelica. These are communities in which the majority of families suffer chronic, extreme poverty, lack basic services and sanitation and have high rates of infant mortality and child under-nutrition. After more than 10 years of political violence, internal communications in these areas are in very poor repair and difficult to reach.

Lines of action and objectives of the project:

The project was implemented along several lines of action, based on the components set out below:

(a) Three lines of action were adopted regarding the child component (education, health and nutrition) in order to promote all-round child development. In education, the project sought to optimize development through quality educational services and by creating healthy environments. In health, the aim was to achieve improvement by promoting good hygiene practices and providing children with broader access to preventive services and health care. Efforts were made to improve nutrition by means of an agreement with the National Food Programme (PRONAA) which distributed dairy products and ingredients for children’s lunches, such as rice, oil, tuna fish and so on.

(b) The aim of the parenting component of the project was to develop pro-child attitudes and practices as regards childrearing and affection needs.

(c) The aim of the “community leaders and authorities” component was to raise awareness of the importance of caring for children’s needs, improve children’s environments by creating security and opportunities for learning and development, and promote social oversight of child-oriented programmes.

The PAIN project covered 310 communities and a total of 4,384 children in 2001, 4,818 in 2002, 7,694 in 2003 and 7,554 in 2004. It lasted from 2001 to 2003 and was divided into three stages: 2001 – creation of conditions for introducing participatory work; 2002 – community mobilization; 2003 – consolidation and broadening of the project. In 2004 the project was assessed.

Public Investment Project: “Improving integrated development of children under the age of six in poor and extremely poor areas”

The purpose of this project is to neutralize those factors that limit the achievement of full development of the potential of all boys and girls under the age of six.

The target population is the country’s poorest quintile, according to the classification established in the 2001 Poverty and Resource Allocation Map drawn up by the Ministry of Economic Affairs and Finance. In order to avoid duplication of efforts, the regions covered by the Education in Rural Areas Project were excluded from this undertaking. This project will therefore cater to children in districts affected by the limitations that it seeks to remove in the following administrative departments: Apurímac, Huánuco, Junín, La Libertad, Lambayeque and Pasco.

The project will promote the development of boys’ and girls’ potential, through four programme components:

- **access to quality integrated education services and programmes**, designed to increase access to early education and quality comprehensive provision;
- **education management and quality integrated provision**, seeks to enhance the quality of childhood education management and intersectoral provision, through various agencies reporting to the Ministry of Education, decentralized bodies and the community;
- **social marketing of child development**, designed to expand demand for early childhood care and education services and to influence opinions, attitudes or behaviour patterns with respect to the importance of educating and caring for children as a human development strategy and a mechanism to enhance community advancement;
- **information, oversight and assessment of child development**, designed to develop mechanisms and instruments to identify strengths and vulnerabilities within the process and to verify outcomes.

The project will thus generate human capacities and environmental conditions to enhance all-round child development, in coordination with sectoral and social actors involved in provision. The targets for the project at the end of the implementation period are:

- Component 1: raise the net enrolment ratio in early education to 70% for children aged three to five years and to 30% for infants aged zero to two years;

- Component 2: development of capacities to manage provision for children under age six in 50% of the project's target districts;
- Component 3: implementation of pro-child social marketing plans in 50% of the project's target districts;
- Component 4: implementation of the project's proposed child development assessment system in 50% of the project's target districts.

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

See preceding sections.

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

3.9.1. Objectives and aims:

The general objectives of early education are: to promote children's integrated development and ensure the provision of care as regards nutrition, health and recreation; prevent, detect and provide timely treatment for biosocial problems that could affect integrated child development; and contribute to family and community integration and capacity-building.

The National Curricular Design (DCN) determines the essential, basic learning content for acquisition by pupils at each level of education, throughout the country, on a basis of educational quality and equity. It takes human, cultural and linguistic diversity into account. Intercultural and environmental education are mainstreamed throughout the education system, as is responsibility to provide for special needs education on an inclusive basis pursuant to General Education Law No. 28044. The aim is to form individuals who can participate and collaborate to build a fairer and more humane world, by making educational establishments into places where equitable relations are built between men and women, boys, girls and adolescents from different cultures, ethnic groups and social backgrounds.

The DCN develops the provisions set out in the Education Law with regard to Regular Basic Education (EBR). The Education Law coordinates levels that used to be construed separately. Hence, there is a process-based approach that starts with the first stage of early education and concludes with the seventh stage of the secondary level. There are also a number of guidelines for pupil learning assessment, based on achievement criteria and indicators. In the framework of the Educational Emergency Programme, DCN emphasizes the development of priority areas of basic learning in integrated communication, mathematics for life and value formation. This document has three parts. The first sets forth the rationale of Regular Basic Education and organizational guidelines, as well as pupil profiles and educational achievements, the study plan and orientations for learning assessment. The second part sets out the curricular areas of Regular Basic Education coordinated by means of learning achievements for each of the seven stages. The third part contains the National Curricular Design for each level of education: early, primary and secondary.

Regular Basic Education has seven stages, starting in early childhood. The stages are intended to coordinate the education processes at the different levels. The competences and capacities that girls, boys and adolescents can develop are influenced by cultural stimuli and external factors in the shape of educational workers and the media, in addition to learner-specific factors such as nutritional status,

neurological maturity, emotional state and endocrine processes. These capacities are expressed in different ways and to different degrees and they vary according to the stage of development; hence the rationale for the education system's different levels and stage of provision.

3.9.2. Learning areas and teaching-learning methods:

Early education:

First stage (zero to two years of age)

In the first stage, children's development is marked by the start of individuation, through which they come to identify themselves as individual beings. During these early experiences of life and discovering the world, of likes and dislikes, their biological rhythms adjust to the family environment and they develop basic life skills. At this stage, all children need individual attention because of their dependence on adults; educational intervention must therefore be designed to promote children's personal security, movement, free play and the expression and identification of needs, wishes and emotions. Children must also be allowed to explore and change their surroundings, which will help them to become gradually more autonomous in everyday routines and activities. Intervention should provide for their basic needs as regards health, hygiene, nourishment and affection, which form the basis for harmonious development, and should encourage them to explore autonomously in a physically and emotionally secure environment. This stage of education is concluded at the end of the second year of life because this is when an important period of development culminates and processes that began in the early months are consolidated. Children become more autonomous and develop a stronger sense of identity, and begin to show an increasing interest in integrating with others and starting to join in small groups, having begun to employ symbolization through language and to develop important skills and more advanced gross and fine motor coordination.

Areas to be covered in an integrated approach.

1. Relationship with oneself

Identity: the child recognizes him or herself and freely expresses needs, preferences, interests and emotions.

Development of autonomy: the child can play and perform everyday routines autonomously, gradually becoming more secure and developing greater confidence in himself or herself and in others.

2. Relationship with the natural and social environment

Emotion and the sense of belonging to the social environment: the child responds positively to emotional stimuli from people around him or her and enjoys joining small groups.

Motor, motor-organic and motor-social perception: the child autonomously explores and transforms spaces and objects and interacts with other people, and overall dynamic coordination increases.

Knowledge and conservation of the natural environment: the child interacts with his or her immediate natural environment, enjoying active discovery of living beings through exploration and experimentation with environmental elements.

Numbers, relations and functions: the child identifies properties and characteristics of objects around him or her during active and autonomous exploration.

Geometry and measurement: the child spontaneously establishes spatial relationships with the objects and people around him or her.

3. Integrated communication

Oral expression and comprehension: the child spontaneously expresses needs, feelings and wishes and understands messages communicated by others.

Understanding of images and symbols: the child understands texts read to him or her when they are accompanied by illustrations of everyday things, and enjoys them.

Artistic expression: the child expresses emotions and feelings and represents actions and experiences through different forms of communication and representation such as art, music, drama and physical media. The child enjoys his or her own productions.

Second stage (three to five years of age)

This covers the period of three to five years of age. Around the age of three, children are considered to have reached a stage of development in which they can participate more independently and actively in a larger number of more varied educational experiences. They can join in with larger groups or with older children which, in turn, conduces to reach fresh learning achievements. Their learning needs change significantly because they are more autonomous in relation to adults, better able to join in with others and have more extensive language skills. At this stage, children have achieved greater mastery, control and coordination of their movements and they are more aware of their bodies' characteristics and possibilities, which helps them to feel more secure and confident. The development of thought enables them to establish logical and mathematic relations and significantly increase the ability to communicate in different languages; having learnt to differentiate themselves from others and having made significant progress in building their identity, they are now able to broaden and diversify interpersonal relationships.

Areas to be covered in an integrated approach.

1. Personal and social

Identity: THE child identifies himself or herself as a boy or a girl and recognizes and values his or her own physical traits and those of companions.

Development of autonomy: the child acts autonomously, with a sense of security, initiative and self-confidence in everyday activities, respecting his or her own ideas and those of others.

Sense of belonging, emotional regulation, social skills and pro-social skills: the child participates in group activities in the family, the classroom, the community and the place of worship in a constructive, responsible and proactive manner, showing solidarity. The child values his or her own contributions and those of others, and has the sense of belonging to a particular social group.

Motor, motor-organic and motor-social perception: the child autonomously explores and transforms space and objects and interacts with other people, showing increasing overall dynamic coordination.

2. Science and environment

Knowledge and conservation of the natural environment: the child enjoys active interaction with the natural environment and with living beings through exploration and experimentation, showing respect and care.

Human intervention in the environment: the child transforms his or her natural environment, recognizing the characteristics of the different natural phenomena and interacting spontaneously with them.

3. Logic and mathematics

Numbers, relations and functions: the child establishes relations among people and objects, in accordance with their properties, in everyday situations, autonomously and creatively. the child resolves and relates day-to-day issues involving simple operations, appreciating the usefulness of numbers in different contexts.

Geometry and measurement: the child establishes and communicates relations of location, direction, distance and position with respect to objects, people and places in his or her environment. The child appreciates the importance of orientation in space. recognizes, describes and represents geometric forms and figures in his or her environment and experiments creatively with them, conducts measurements in everyday situations using context-specific arbitrary units of measurement, registering and communicating the results and appreciating the usefulness of measurement in everyday life.

Statistics and probability: the child registers pieces of information referring to everyday situations, appreciating graphic language as a form of representing and communicating events in family and social life.

4. Integrated communication

Oral expression and comprehension: the child spontaneously expresses needs, feelings, wishes, ideas, knowledge and experiences, understanding messages and appreciating oral language as a form of communicating with others.

Reading comprehension: the child describes and interprets the messages contained in different images and texts in his or her environment, giving an opinion about them. the child enjoys reading.

Production of texts: the child freely and spontaneously produces texts in different non-conventional ways to communicate feelings, experiences, interests, ideas and knowledge.

Artistic expression and appreciation: the child expresses emotions and feelings and represents actions and experiences, using different forms of communication and representation (art, music, drama and physical media) to evoke and represent situations, acts, knowledge, wishes and feelings. The child appreciates his or her own productions and those of others.

Second language: the child expresses and understands words, phrases and short, simple sentences in a second language in interaction with her or his companions or with adults, relating what he or she hears to the native language.

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

Five days per week, 20 hours per week. The school week has five days and the academic year has 36 weeks of lessons. In early education, the school day is required to consist of four and a half hours, with an average of five teaching units per day. In theory, there are 720 chronological hours of teaching per year; however, pupils have been found to receive a smaller number of teaching hours.

3.10. Any other relevant and pertinent information

See preceding sections.

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

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:

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	40,000
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	—
As component of adolescent, livelihood or literacy programmes		—
Media broadcast, such as <i>Sesame Street</i> , with media for and with children	No	—
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)

- Integrated family-based stimulation programmes (PIETBAF)
- Programmes of integrated provision through mothers' groups (PAIGRUMA)
- National Wawa Wasi programme, implemented by the Ministry for Women's Affairs and Social Development
- Early Growth and Development Initiative, implemented by the Ministry of Health and NGOs (Solaris Perú, Kusiwarma, Parish of Santa Rita de Castilla, World Vision International) in areas supported by UNICEF- PERU
- Child Nutrition Programme, implemented by the NGO ADRA OFASA
- The Growing Up Healthy Programme, implemented by the NGO PRISMA

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

No

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

No (see also preceding sections).

[Information revised and additional data provided by the Ministry of Education, March 2006. Supplementary information under section C provided by UNICEF, January 2006.]