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Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

Организация
Объединенных Наций по
вопросам образования,
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منظمة الأمم المتحدة
للتربية والعلم والثقافة

联合国教育、
科学及文化组织

Regional Literacy and CONFINTEA VI
Preparatory Conference in Latin America
and the Caribbean

*"From Literacy to Lifelong Learning:
Towards the challenges of the 21 Century".*
(Mexico City, Mexico, 10-13 September 2008)

"Synthesis of experience of the Programme
to Improve Childhood Care (PMI)"



United Nations Literacy Decade

EFFECTIVE PRACTICE

Presented at the Regional Literacy and CONFINTEA VI Preparatory Conference in Latin America and the Caribbean, 10-13 September 2008, Mexico City, Mexico

Programme name: Synthesis of experience of the Programme to Improve Childhood Care (PMI)

Implemented by: Interdisciplinary Educational Research Programme (PIIE)/National Kindergarten Board (JUNJI)

Basic facts

Country: Chile

Starting year: 1993

Outreach: 2,500 children and 1,000 adults annually

Target Population: Disadvantaged families and children under six years old

Language of instruction: Castellano

Operating in: 9 regions (Coquimbo, Valparaíso, Metropolitana, Bdo. O'Higgins, Maule, Bio-Bio, Araucanía, Los Ríos y Los Lagos)

Main Funding: MIDEPLAN (Ministerio de Planificación, de Chile)

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Brief Description

The Programme to Improve Childhood Care (PMI) seeks to address the care and education needs of young children – aged under six years – and their families. The populations in focus are those living in conditions of poverty, who, because of their isolation or the lack of educational centres (kindergartens), are denied educational opportunities.

The Programme is based on research and action and on the joint development of local projects respecting local culture. Collective learning and analysis of practice are the most characteristic processes of work with adults. With the children, personalized attention and the involvement of their mothers and other adults from the community are specific features.

The programme promotes functional literacy among adults and in intergenerational education, for it is the mothers who organize themselves to see to the educational needs of their children.

The training and educational action of the mothers, together with the local linkages they generate around the project, help in the development of social capital, the prevention of functional illiteracy, and the participation and empowerment of women in the communities concerned.

As regards the children, the development of language, socio-emotional development, and the knowledge of the environment seem to be the most successful dimensions.