



IBE/2006/EFA/GMR/CP/16

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

Cape Verde

Early Childhood Care and Education (ECCE)

programmes

Compiled by:
UNESCO International Bureau of Education (IBE)
Geneva, (Switzerland)

2006

This profile was commissioned by the Education for All Global Monitoring Report as background information to assist in drafting the 2007 Report. It has not been edited by the team. Information included in the series of profiles has been compiled by the IBE. In several cases data have been revised and/or expanded thanks to the helpful support of Ministries of Education and UNICEF offices worldwide. The views and opinions expressed in the present document are not necessarily those of the EFA Global Monitoring Report or UNESCO. The profile can be cited as follows: "Country Profile commissioned for the EFA Global Monitoring Report 2007, Strong foundations: early childhood care and education". For further information, please contact: efareport@unesco.org

CAPE VERDE

Early Childhood Education and Care (ECCE) programs

A. GENERAL INFORMATION, STATISTICS AND INDICATORS

Starting age of compulsory education (if applicable):

According to the UNESCO Institute for Statistics (UIS) the compulsory education age range is 6-11 years.

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

(ISCED = International Standard Classification of Education)

1.1. National definition of ISCED 0 programs:

Pre-school education (*educação pré-escolar*)

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

3-5 years of age

1.3. ISCED 0 programs: statistics and indicators (*If available, please kindly provide the most recent figures*)

1.3.1. Enrolment:

	Percentage	Year
Gross enrolment ratio	53.1	2003/04
Net enrolment ratio	50.5	2003/04
Percentage of children entering primary education with previous preschool experience	77.9	2003/04

Source: UIS.

1.3.2. Enrolment ratio by age group (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
2.6	24.5	68.2	78.7	1.0 76.8(**)	0.0 98.9(**)

Source: Ministry of Education, December 2005 (data refer to 2003/04). (*) 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)
969	100	22	–	22

Source: Ministry of Education, December 2005 (data refer to 2003/04).

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: Not available

2. OTHER ECCE PROGRAMS

(Generally preceding ISCED 0 programs)

2.1. National definition of other ECCE programs:

Not available

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

Not available

2.3. Estimate number of children covered by other ECCE programs:

Not available

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

3.1. Legislation concerning ECCE:

Decree-Law n° 4/2001 (1 February 2001), defining the pedagogical norms to be applied at the pre-school level. Decree-Law n° 5/2001 (1 February 2001), defining the profile and recruitment process of pre-school coordinator.

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

The Division of Pre-school and Basic Education, at the Ministry of Education and Human Resource Development (MEVRH), supervises and coordinates pre-school and basic education.

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.):

Preschools are operated and financed by a variety of organizations. Half of them (around 55.7% in 2003/04) receive public funds and are run by municipal governments. Some 2.4% of all public ones are run by the National Social Protection and Solidarity Institute (ICS). Of those privately funded, 1.5% are run by the *Red Cross*, 13.1% by religious institutions, 8.2% by private sector entities, 11.9% by NGOs, and 7.3% by local communities.

3.4. Type of personnel involved:

Preschool personnel number less than 600 in the country (2001; 969 in 2003). Preschools are staffed by three categories of personnel: instructors (*monitoras*), educators (*educadores*) and assistants (*orientadoras*). Assistants, with no special training in early childhood education, predominate in the preschools, accounting for 88% of personnel. Instructors, accounting for 11%, have received training from the ICS. Twenty-two educators, representing only 2.3% of personnel, have been trained as professionals.

3.5. Type of staff training (requirements):

In-service training at the Pedagogical Institute for instructors without training, in collaboration with municipalities.

3.6. Recent national policies and reforms:

Post-graduate training in the field of pre-school education for teachers at the Pedagogical Institute. Establishment of courses on pre-school education at the level of training institutions (admission requirements: completion of 10 or 12 years of schooling.)

3.7. Efforts targeted at vulnerable or disadvantaged children:

Not available

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

Not available

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

3.9.1. Objectives and aims:

“Por definição da Lei de Orientação (1999), o ensino pré-escolar visa assegurar uma transição da família para a escola o menos traumática possível para a criança. Ele deverá, além disso, estimular na criança o desenvolvimento das aptidões necessárias ao processo de aprendizagem. As grandes áreas de atividades da educação pré-escolar são: atividades físicas; atividades de comunicação e de expressão oral e escrita; e atividades artísticas.”

3.9.2. Learning areas and teaching-learning methods:

Activities and weekly timetable:

Activity	Hours per week	
	4-year-olds	5-year-olds
Plastic/musical/dramatic expression	20-25 min	25-30 min
Language development	20-25 min	25-30 min
Language and literacy development	20-25 min	25-30 min
Physical/motor expression	20-25 min	25-30 min

Note: Minimum amount of time. Depending on the interests of children, the duration of the activities can be extended.

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

Not available

3.10. Any other relevant and pertinent information

Preschool coverage in Cape Verde compares favorably with other African countries. The preschool gross enrolment rate is estimated at around 54% or 19,810 children (2000). According to government data, a total of 384 preschools are found in 17 administrative zones (*conselhos*) and in 9 islands comprising the country. Nearly 60% of preschools are concentrated on the island of Santiago (and in the zone of Praia), corresponding to population density.

Children from 2 to 5/6 years of age are eligible for preschool, although it appears that some preschools accept younger children and even infants. However, children aged 4 to 5 years constitute more than 67.9% of the preschool pupils.

[Main 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)

Information is not available

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		
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, December 2005.]