



IBE/2006/EFA/GMR/CP/35

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

Guyana

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

GUYANA

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 6-15 years.

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

(ISCED = International Standard Classification of Education)

1.1. National definition of ISCED 0 programs:

Nursery/pre-school education

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

4-5 years of age

1.3. ISCED 0 programs: statistics and indicators (*source: UIS*)

1.3.1. Enrolment:

| | Percentage | Year |
|--|-------------------|-------------|
| | | |
| Gross enrolment ratio | 108.2 | 2003/04 |
| | | |
| Net enrolment ratio | 91.5 | 2002/03 |
| | | |
| Percentage of children entering primary education with previous preschool experience | 100.0 | 2002/03 |

1.3.2. Enrolment ratio by age group (percentage, also including the first years of primary education when applicable): Not available

| Less than 3 years of age | Age 3 | Age 4 | Age 5 | Age 6 | Age 7 |
|--------------------------|-------|-------|-------|-------|-------|
| | | | | | |
| | | | | | |

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) |
|--------------------------|--------------------|--------------------------------------|--|--|
| | | | | |
| 2,237 | 99.0 | 45.8 | 18.2 | 46.1 |

1.3.4. Funding:

| | Percentage |
|---|--------------|
| | |
| Public current expenditure per pupil as percentage of the Gross National Product per capita | 13.61 (2004) |

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:

Not available

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

Not available

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.):

Not available

3.4. Type of personnel involved:

Not available

3.5. Type of staff training (requirements):

Nursery staff training can either be done on a pre-service basis on the main college compound in Georgetown or on a in-service basis in the regions. Students entering the Cyril Potter College of Education (CPCE) can pursue an option in ECE which allows them to teach either at the nursery level or in the first two grades of primary school. The Early Childhood Program is a three year full time pre-service program. The in-service programme is also offered in Georgetown. This programme is of two years' duration.

3.6. Recent national policies and reforms:

The 1995 policy goals for Early Childhood Education (ECE) remain relevant for the MOE strategy. While the target of universal ECE has almost been achieved, the emphasis will now be on ensuring access to children from very poor or very isolated communities and children with special educational needs. The implementation of the 1995 Education Policy recommendation that the first two grades of primary education be conceptualised as an integral part of ECE had been started. The curriculum for nursery and early primary was planned in 2002 to undergo further revision so that the foundation for early literacy is laid at this level.

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:

Among its objectives, the Guyana Nursery Education Programme emphasizes the need to: encourage self-initiated activities through educational experiences based on the continuing analysis of each child's mode of learning; develop in children self-confidence and a healthy self-concept through the promotion of their mental and physical health; and provide a learning environment which will challenge and support exploration and problem-solving and promote creativity.

3.9.2. Learning areas and teaching-learning methods:

The nursery programme emphasizes freedom of expression through language, music, art, drama, and dance. The average size of nursery classes is between 16 and 25 children. Because of the shortness of their attention span, they are taught in 15-20 minute sessions, either as one large group or in smaller groups. Nursery schools usually operate between 9:00 and 12:00, so that the sessions last only half day. There are no formal examinations at the nursery level. Continuous school-based assessment is done to ascertain the readiness of the children for more advanced tasks. Check lists, anecdotal records and cumulative record cards are the evaluative instruments used at the nursery level.

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

Not available

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 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 | Yes, in child care centres of the Municipal Day Care Services | NB: about 3% of the population. Parents whose children are registered in private ECD facilities not included |
| As component of health and nutrition programmes, such as information about child development included in health and nutrition visits | Yes in safe motherhood programme | 12000 or 60% mothers in 2005 |
| Parent groups that meet to discuss issues of their young children, including health, nutritional status, and development | No | |
| As component of adolescent, livelihood or literacy programmes | Literacy programme | 500 parents in 14 selected schools or 5% of parents. Another 500 or 2% parents benefit from programmes executed by the NGO, "Every Child" |
| 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).

Parenting through the safe motherhood programmes is targeted to the group of persons who use the public health facilities many of whom are poor and vulnerable. However the disadvantaged and the excluded are not specifically targeted. More structured programmes and selection of target groups will be done in 2006-2010 country programme.

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

Yes. This is done through the national nursery schools programme which caters to the age group 3 years 9 months to 5 years 9 months.

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

The finalization of Policy for the integration of ECD has just been completed. Among its 9 policy statements are:

- The establishment of a system for the accreditation and quality improvement for ECD services
- The development of a training programme for personnel working in ECD
- The development of strategies for parental education and community awareness
- The development of a curriculum framework for the 0 – 6 years age group
- Equity and access in the provision of ECD services
- The development of community infrastructure and support systems for ECD services

[Supplementary information under section C provided by UNICEF, December 2005.]