Transform the education mission of all
Intersectoral National Strategy for Early Childhood

Fulfilled Childhood
The Universal Declaration of Human Rights and the Convention on the Rights of the Child proclaim and acknowledge that in all countries of the world there are children living in exceptionally difficult conditions and that children have the right to special care and assistance.

Ecuador has ratified its commitment to children through:

- Organic Law Intercultural Education (2011)

Goal on Living Well National Plan:

- 2.6.- Universalize the coverage of early childhood programs for children under 5 years of age in situation of poverty and reach 65.0% at the national level.
Generates better opportunities and quality of life from birth.

Provides greater productivity and capacity building.

Promotes the exercise of participation and citizenship.

Strengthens better opportunities and social mobility of the family.

• Decreases differences of origin.
• Decreases developmental problems.
• Higher incidence in healthy nutrition.
• Less incidence of chronic diseases.

• Promotes school attendance.
• Improves educational results at all levels.

• Generation of opportunities for participation in community.
• Social empowerment as citizens.

• Labor participation of mothers or persons responsible for care.
• Educational opportunities for mothers and fathers.
• Better income at home.
It is the intersectoral policy adopted by the National Government and is aimed at consolidating an integral model of early childhood care with a rights approach, considering the territory, interculturality and gender to ensure access, coverage and quality of Services for girls and boys from 0 to 5 years of age.

Within this framework:

- The State provides education, health and economic and social inclusion services;
- The community is the environment in which girls and boys live and grow; and
- The family is primarily responsible for their development.
Servicio de atención para Primera Infancia
Early childhood care service

- Increased coverage.
- Reduction of access barriers.
- Reference between services.

- Harmonization of regulations.
- Rehabilitation of infrastructure.
- Equipment.
- Generate and/or improve care modalities for early childhood.
- Tools for evaluating the development of girls and boys.
- Strengthen the human talent of services oriented to early childhood.
- Knowledge management system for early childhood issues.

- Joint responsibility of the family in the upbringing, care, health, nutrition, stimulation and education of girls and boys.
- Counseling parenting guidelines.
- Edu-communication.
- Safe public-space.
- Housing improvement.
Ministry of Economic and Social Inclusion

**Initial 1** comprising infants and children up to *three years of age* and not in school.

- Institutionalized services
- Family care services

Ministry of Education

**Initial 2** which comprises children from *three to five years of age*.

- Institutionalized services
- Family care services

- CIBV
- CNH
- Educational Institutions
- MEIF
- EIFC
Educational Family Community-based (CECIB y UECIB)

- It is the community educational environment in which the **educational process** takes place, understood as a process of **integral development**, nourished by psychopedagogical foundations, knowledge, values and ancestral customs according to the worldview of peoples and nationalities.

Community-based family and children’s education (EIFC)

- This stage includes the **development of the couple, pregnancy, delivery, care and development of the child between 0 and 5 years of age.**
- Requires the participation of the family and the community, as well as health professionals, who influence the character formation and the construction of the identity and self-esteem of the child.

It seeks to reinforce the principles and values of nationalities and peoples, from an early age, to facilitate the development process with cultural and linguistic relevance within the framework of interculturality.

It is based on values such as reciprocity, solidarity, community participation.

It contributes to the integral and harmonic development of the children, promoting the participation and joint responsibility of the family and the community.

**Objectives of the community-based family and children’s education**

- **Culture and language**
- **Community values**
- **Integrity: family and community**
- **Sumak kawsay**

**Fuente:** Educación Infantil Familiar Comunitaria EIFC 2004 DINEIB.
Coverage of Community-based family and children’s education

Total: 13,746 children from 3 to 5 years of age from all the 14 nationalities of the country.

Source: Administrative Records of the Ministry of Education.
SASRE 17 de agosto 2015 FISCAL SIERRA, SASRE 28 de abril 2016 FISCAL COSTA.
Coverage and care units of MIES child development services, initial education level

<table>
<thead>
<tr>
<th>Year</th>
<th>CNH</th>
<th>CIBV</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>203,329</td>
<td>89,974</td>
</tr>
<tr>
<td>2015</td>
<td>219,096</td>
<td>96,931</td>
</tr>
<tr>
<td>2016</td>
<td>207,582</td>
<td>92,185</td>
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</table>

Source: MIES/ General Coordination of Research and Inclusion Data/SIIMIES. User module of the care unit
Cobertura atendida por instituciones privadas (b)

Coverage served by private institutions (b)

Cobertura de población atendida (fiscal, Fiscomisional y municipal) (AMIE)

Coverage of population served (fiscal, fiscomisional, municipal)

Población demandante de niños y niñas de 3 y 4 años

Demand Population of girls and boys 3 and 4 years old

### Coverage educational level initial 2

<table>
<thead>
<tr>
<th>Coverage %</th>
<th>10,06%</th>
<th>21,29%</th>
<th>23,94%</th>
<th>28,99%</th>
<th>40,18%</th>
<th>58,67%</th>
<th>63,40%</th>
<th>70,10%</th>
<th>76,50%</th>
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</thead>
<tbody>
<tr>
<td>2009</td>
<td>66,705</td>
<td>56,402</td>
<td>59,561</td>
<td>62,896</td>
<td>75,134</td>
<td>82,034</td>
<td>85,661</td>
<td>94,168</td>
<td>100,548</td>
</tr>
<tr>
<td>2010</td>
<td>672,178</td>
<td>102,218</td>
<td>133,525</td>
<td>197,218</td>
<td>315,020</td>
<td>342,248</td>
<td>377,369</td>
<td>412,259</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>675,657</td>
<td>677,625</td>
<td>677,795</td>
<td>676,799</td>
<td>674,973</td>
<td>672,627</td>
<td>670,317</td>
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</tr>
</tbody>
</table>

Fuente: Censo de población INEC 2010-2020
AMIE, Registro Administrativo del Ministerio de Educación
Investment by the social sector in early childhood increased from USD 307.4 million in **2008** to USD 801.7 million in **2015**, meaning that it invested **2.6 times more**.

**USD millions**

<table>
<thead>
<tr>
<th>Sectoral</th>
<th>2008</th>
<th>2012</th>
<th>2015</th>
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<tbody>
<tr>
<td>Coordinator</td>
<td>0.1</td>
<td>3</td>
<td>3.0</td>
</tr>
<tr>
<td>Inclusion</td>
<td>137</td>
<td>203</td>
<td>255</td>
</tr>
<tr>
<td>Health</td>
<td>100</td>
<td>180</td>
<td>314</td>
</tr>
<tr>
<td>Education</td>
<td>19</td>
<td>46</td>
<td>210</td>
</tr>
<tr>
<td>Housing</td>
<td>47</td>
<td>24</td>
<td>10</td>
</tr>
<tr>
<td>Sports</td>
<td>5</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>307</td>
<td>466</td>
<td>802</td>
</tr>
</tbody>
</table>

Source: E-Sigef, Ministerio de Finanzas
Prepared by: MCDS

Investment in child development in relation to the general budget of the State has increased between 2008 and 2015 by 0.5 %, from 1.7 % to 2.2 %.
Challenges

- Guarantee the investment in children to ensure that achievements are sustained over time.
- Strengthen intersectoral articulation and among public and private services, academia and civil society.
- Increase the social value of the importance of the State, society and the family to achieve the integral development of children.
- Strengthen measures to ensure that girls and boys receive the necessary attention in nutrition, health, daily care, protection and education.
We are the protagonists of our education.

Somos protagonistas de nuestra educación.