



Ten Year Education Plan in Ecuador 2006 - 2015

Second Year

Consejo Nacional
de Educación

ministerio de
educación
ECUADOR



Educamos para tener Patria
Llaktata charinkapak yachanchik

Himno Nacional del Ecuador

Letra: Juan León Mera

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Coro

¡Salve oh Patria, mil veces! ¡Oh Patria,
gloria a ti! Ya tu pecho rebosa
gozo y paz, y tu frente radiosa
más que el sol contemplamos lucir.

I estrofa

Indignados tus hijos del yugo
que te impuso la ibérica audacia,
de la injusta y horrenda desgracia
que pesaba fatal sobre ti,
santa voz a los cielos alzarón,
voz de noble y sin par juramento,
de vengarte del monstruo sangriento,
de romper ese yugo servil.

II estrofa

Los primeros los hijos del suelo
que, soberbio, el Pichincha decora
te aclamaron por siempre señora
y vertieron su sangre por ti.
Dios miró y aceptó el holocausto,
y esa sangre fue germen fecundo
de otros héroes que, atónito, el mundo
vio en tu torno a millares surgir.

III estrofa

De esos héroes al brazo de hierro
nada tuvo invencible la tierra,
y del valle a la altísima sierra
se escuchaba el fragor de la lid;
tras la lid la victoria volaba,
libertad tras el triunfo venía,
y al león destrozado se oía,
de impotencia y despecho rugir.

IV estrofa

Cedió al fin la fiereza española,
y hoy, oh Patria, tu libre existencia
es la noble y magnífica herencia
que nos dio el heroísmo feliz;
de las manos paternas la hubimos;
nadie intente arrancárnosla ahora,
ni nuestra ira excitar vengadora
quiera necio o audaz, contra sí.

V estrofa

Nadie, oh Patria, lo intente. Las sombras
de tus héroes gloriosos nos miran,
y el valor y el orgullo que inspiran
son augurios de triunfos por ti.
Venga el hierro y el plomo fulmíneo,
que a la idea de guerra y venganza,
se despierta la heroica pujanza
que hizo al fiero león sucumbir.

VI estrofa

Y si nuevas cadenas prepara
la injusticia de bárbara suerte,
¡gran Pichincha! prevén tú la muerte
de la Patria y sus hijos al fin;
hunde al punto en tus hondas entrañas
cuando exista en tu tierra: el tirano
huelle solo cenizas y en vano
busque rastro de ser junto a ti.

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“Mi sueño, desde la humildad de mi Patria morena, es ver un país sin miseria, sin niños en la calle, una Patria sin opulencia, pero digna y feliz”

“Ñucapak muskuyka ñukanchipak llaktapi wakcha runakuna tukurichun, wawakuna ñankunapi ama kaushashpa katichun, kishpirishka llaktata charinata munani, shinallatak chariyukkuna tukurichun munaniami, shina kushikushka, kariyashka sumak llaktata rikunata munaniami”

Rafael Correa Delgado, Presidente Constitucional de la República del Ecuador, en su discurso en el Congreso Nacional, el 15 de enero de 2007.

El Plan Decenal como política de Estado

A veces nos quejamos de que en nuestro país no existe continuidad en las políticas diseñadas para los diversos sectores. Desde el primer Acuerdo Nacional “Educación Siglo XXI”, firmado en abril de 1992 (el segundo y el tercero fueron firmados en junio de 1996 y noviembre de 2004, respectivamente), el Ecuador ha venido realizando grandes esfuerzos para definir, por lo menos en el sector educativo, una Agenda de mediano y largo plazo. Por el mandato ciudadano expresado en la Consulta Popular, del 26 de noviembre de 2006, ese anhelo de la sociedad es ahora una realidad concreta: la ciudadanía ecuatoriana convirtió las ocho políticas del Plan Decenal de Educación (2006 – 2015) en políticas de Estado. En ese sentido, nuestro país comprendió que debemos hacer de la educación un compromiso de todos para cambiar la historia.

El mandato ciudadano nos obliga a institucionalizar el Plan Decenal de Educación; esto es, que los programas, sus objetivos y metas, sean construidos en el marco de las políticas de Estado ya definidas y que, como país, le demos continuidad sin que importe qué ministro o ministra ejerza la cartera de Educación. La buena noticia para el Ecuador es que la Agenda Ciudadana, de la que hemos venido hablando durante por lo menos una década, finalmente está construida toda vez que la voluntad popular se expresó en las urnas y quienes estamos al frente del aparato gubernamental tenemos el deber ineludible de ejecutarla.

Para la ejecución del Plan es imprescindible que, de entrada, se cumpla la política ocho: aumento del 0.5% anual en la participación del sector educativo en el PIB hasta el año 2012 o hasta alcanzar al menos el 6% o, de lo contrario, el Plan no será ejecutado. En este sentido, el Presidente Constitucional de la República, economista Rafael Correa, ha asumido el Plan Decenal como su plan de gobierno para los cuatro años de su gestión, que concluirá el 15 de enero del 2011, y se ha comprometido a

impulsar la aprobación de los instrumentos legales que permitirán el financiamiento del Plan. En esta misma línea, el ministro de Economía y Finanzas, economista Ricardo Patiño manifestó, al presentar la pro forma presupuestaria del 2007, que el Plan estaría financiado a pesar de que en dicha pro forma, por la vigencia aún de la Ley de Transparencia que pone un techo al gasto social (aunque deja libre el pago del servicio de la deuda), no constaba la asignación necesaria en su totalidad. Existe, por tanto, la voluntad política del más alto nivel para que, superando los límites impuestos por una legislación que responde a un modelo económico que relegó la inversión en el sector social y, particularmente en educación y salud, el Plan arranque fortalecido.

Ciertamente las políticas educativas por sí solas no modifican las inequidades sociales que permanecen en nuestra sociedad pero, no es menos cierto, una educación pública de calidad y calidez para el conjunto de la población sí contribuye a generar la

esperanza de una vida mejor en las personas. Y es que de eso se trata: como país necesitamos construir un sistema educativo que, en síntesis, sea capaz de ofrecer una educación de la más alta condición académica en América Latina y el mundo y que forme una ciudadanía socialmente responsable, plena de valores éticos y estéticos. Así educamos para tener Patria.



Raúl Vallejo Corral
Ministro de Educación
Presidente del Consejo Nacional de Educación

Principal Achievements for 2006

1. Ten Year Education Plan

The Ministry of Education proposed at the headquarters of the National Education Council (“NEC”) drafting a Ten Year Education Plan. NEC is a consulting body from the education sector made up of representatives from the National Educators Union, the Confederation of Catholic Education Schools, the Confederation of Private Lay Education Schools, the National Council of Higher Education and the National Secretariat for Planning and Development. This Council defined the general guidelines for the Ten Year Plan at its meeting on June 16.

Afterwards, the Ten Year Plan was opened up to a national debate at more than 40 local, regional and national forums with the participation of broad social, political and economic sectors which allowed for a collective draft. In this Plan, we followed the international commitments that the country has signed off on, national agreements and the work of the ex-Ministers of Education allowing us to focus on the bases for the next ten years.

At the request of CNE, President Alfredo Palacio called and informed citizens of a Referendum about the eight education policies:

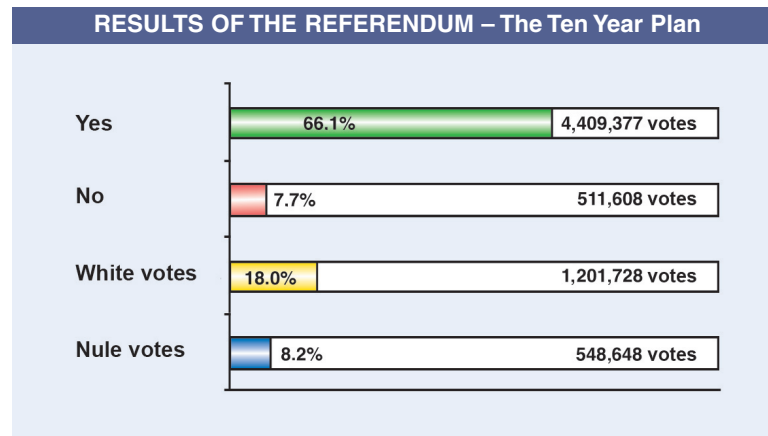
Policies in the Ten Year Plan

- a. Making early education from 0 to 5 years of age universal
- b. Making basic general education (“BGE”) from first to tenth grades universal.
- c. Increase registration in the high school diploma program until at least 75% of the population for that age group is reached.
- d. Eradication of Illiteracy and Strengthening Alternative.

- e. Improvement of Physical Infrastructure and Equipment for Educational Institutions.
- f. Improvement of quality and fairness in education and implementation of the national evaluation system and social reporting of the education system.
- g. Reevaluation of the teaching profession, professional development, working conditions and quality of life.
- h. The 0.5% annual increase in education's portion of the GDP until it reaches at least 6%.

Results of the Referendum

On November 26, 2006, there was a referendum, and its results were as follows:



The Ten Year Plan was approved by more than 66% of voters. Notwithstanding this result, due to a lack of financing for a communication campaign that would allow transmitting the effects of the proposal to the people, blank votes were high.

2. Broadening Education Coverage

In order to achieve the goals of making basic education universal, in 2006 the following complementary strategies were developed:

- a. Incentives for voluntary retirement for teachers and termination of night school teachers.
- b. Breaking down items and allotments to teachers in rural, border and marginal areas.
- c. Incorporation of new teachers, ensuring their quality through a registry of eligible candidates.
- d. Elimination of barriers to entry into the education system through a free text book campaign and the elimination of the \$25 payment.
- e. Making the first year of Basic General Education (“BGE”) universal.

As a result of the program, in 2006 the increase in public school registrations in 2006 was 28.9% in the Coast system.

Voluntary Retirement for Teachers

- Amending the Regulations of the Teaching Career and Seniority Listing Law increasing the incentive for retirement from five basic monthly wages to \$12,000 through Executive Decree 1563 on June 29, 2006.
- In September a meeting of teachers in the process of voluntary retirement was called through registration in the automatic system created for this purpose.
- On December 5, US\$12,000 was transferred to the retired teachers' accounts.



Results of the Retirement Program

Province	Registrations	Complete documentation	Qualified	Selected	Retired teachers
AZUAY	220	108	98	38	37
BOLIVAR	173	136	128	66	64
CAÑAR	65	52	52	22	22
CARCHI	46	43	43	18	18
COTOPAXI	143	101	92	51	50
CHIMBORAZO	178	105	100	56	56
EL ORO	266	174	48	47	47
ESMERALDAS	202	166	147	76	73
GUAYAS	928	771	707	393	387
IMBABURA	73	52	44	17	17
LOJA	109	83	79	52	49
LOS RIOS	281	139	132	74	74
MANABI	494	217	178	83	81
MORONA					
SANTIAGO	14	12	8	3	3
PASTAZA	19	9	7	4	4
PICHINCHA	745	378	347	196	191
TUNGURAHUA	238	152	139	86	84
ZAMORA					
CHINCHIPE	6	4	3	2	2
SUCUMBIOS	2	0	0	0	0
ORELLANA	5	0	0	0	0
TOTAL	4207	2702	2352	1284	1259

* No requests for retirements were presented for the Napo and Galapagos provinces

Incorporation of New Teachers

The program for making education universal contemplates the incorporation of close to 23,000 new teachers in four years of which 9,863 are to replace retired teachers and 13,119 are new teachers incorporated for broadening education coverage.

Year	2006	2007	2008	2009	Total
Number of teachers to be retired	1,284	2,500	2,500	2,500	8,784
New teachers	3,082	6,000	6,000	6,000	21,082
Projection of students increase	35,438	69,000	69,000	69,000	242,438

A new system of registering eligible candidates for the appointments as new teachers was proposed and regulated in Executive Decree 1563 on June 29, 2006 in which persons who wish to enter the teaching profession as teachers must register and pass aptitude tests prior to the process handled by the commissions on entries and changes. Registration of eligible candidates is handled through the link <http://www.mec.gov.ec/simec> on the Ministry of Education's webpage.

Under the scheme provided, it is hoped that at least 240,000 boys and girls who currently are outside the educational system can get an education in the country's public schools.



POLICY 1

Making Early Education Universal for 0 to 5 years of age

Goal: Provide early quality and fair education for boys of girls less than 5 years old that respects their rights, diversity, the national rhythm of growth and learning and develops fundamental values, incorporating them into the family and the community within the framework of an inclusive concept.

Principal lines of action:

1. Presidency of Ministry of Education in the different modalities of the level.
2. Linking early education with basic general education.
3. Inclusion and broadening educational coverage on the level of early education.

Achievements for 2006:

1. **National curriculum for Early Education.**

The national curriculum was designed in a participatory format as a first step in recovering the governance of the Ministry of Education. Its publication and circulation took place in 2007.

Goals for 2007:

1. Construction, application, distribution, follow-up and monitoring of the legal framework for early education.

2. Certification of the population of early education centers under the new legal framework.
3. Drafting exist profiles and mandatory minimums for ages 3 to 4 and 4 to 5 years of age.
4. Testing model for development and maturity of the boys and girls in early education.
5. Norms and development of standards for equipment, furniture and teaching materials.



POLICY 2

Universalization of Basic General Education from 1st to 10th Grades

Goal: Provision of quality education with an inclusive and fair quality to all boys and girls so that they develop their skills in an integral manner and become positive and active citizens who are capable of preserving the natural and cultural environments and feeling proud of their multicultural and multiethnic identity.

Principal lines of action:

1. Linking early education and the high school program within a framework of attention to diversity, educational inclusion, cultural development and diffusion, multicultural and multiethnic identity and the preservation of the environment.
2. Elimination of barriers for entering the educational tax system guaranteeing free education.
3. Increasing the retention rate.

Achievements for 2006:

1. **Elimination of the 25 dollar voluntary contribution from 1st to 7th grades of BGE.**

The Ministry of Education moved forward with a program eliminating the voluntary contribution of \$25 from families in public schools for the purpose of reducing barriers to access to education and advance towards free public school education.

Transfer for the elimination of the voluntary contribution

System	First Payment	Second Payment	Total*
Coast	2,998,514	2,998,515	5,997,029
Highlands-Amazon Basin Region	3,000,000		3,000,000
			8,997,029

*Approximately 2.8 million are undergoing the distribution process to schools from the Provincial Directorates

During 2006, close to \$9 million were transferred to the Education Networks and Provincial Directorates for payment of utilities such as water, electricity, miscellaneous costs such as infrastructure repair at public schools and hiring teachers paid for by parents.

The actual transfer of these amounts encountered difficulties of a bureaucratic nature and certain resistance from the estates of the education system. We need to develop a quick and transparent mechanism that facilitates the effective receipt of resources for schools and encourages parents to be more demanding of their rights.

For the same purpose, we have planned a budget for 2007 of \$23 million for students from first to seventh grades of BGE.

2. Providing free text books from 1st to 7th grades of BGE.

For the first time in the educational system we distributed free text books for children registered in Spanish and bilingual public schools in the Coast, Highlands and Amazon Basin Region systems.

Text books for the Coast system were executed under an agreement signed by the Municipal Government of Guayaquil. For the Highlands-Amazon Basin Region system, production and distribution of school text books was done under the terms of an agreement signed with CONCOPE and specific agreements for

printing and distributing the texts and teacher training with provincial Prefectures. Towards this purpose, the Ministry contributed an average of 80% of the cost of the program, and the remaining 20% was contributed by sectional governments creating a commitment to education for these entities and recovering for the Ministry part of its lost governance.

At the end of 2006, after the development of working groups with the Association of Text Book Editors, the Ministry of Education regulated the

Nr. of students Covered	No. of text books delivered	No. of teacher trained in handling them	Investment in (USD)
1,581,309	3,273,182	71,079	8,991,496

* From this total, approximately 2.8 million are in the process of distribution from the Provincial Directorates to the schools.

selection and production process for school text books. For the selection of school text books and teacher training under Ministerial Accord 636 dated December 21, 2006 the Ministry of Education called for bids for the process of “Teaching Showcases” for individuals and corporate entities to select the best collections of school text books for our students from first to tenth grades of BGE.

The printing and distribution process for text books shall be carried out according to agreements with provincial prefectures in coordination with the Ministry of Education and the School Meals Program for its distribution. The prefectures shall contribute 30% of the resources necessary to print the text books.

3. Increasing registration in state schools by 28% in the Coast system.
4. Second phase of the project for increasing coverage in the first year of basic education: 56,461 boys and girls in the incremental registration.

We cut the jobs of 1,079 night school teachers who chose voluntary retirement in 2005 and 1,428 preschool teachers assigned mainly to rural areas were given appointments.

In 2006 1,529 preschool teachers were hired whose appointments will be possible in 2007 thanks to the line items released by the voluntary retirement process of 1,284 teachers in 2006.

It is estimated that in 2007 1,800 additional preschool teachers shall join the education system in the third phase of the project using line items released by 2,500 teachers who are projected to retire in 2007. This will allow the universalization of the first grade of GBE.

Provinces	Preschool	Boys and Girls
Coast System	1,612	35,676
Highlands and Amazon Basin System	1,292	21,785
TOTAL	2,904	57,461

Permanent technical assistance was provided for implementing the universalization of the first grade of BGE in 21 provinces taught to 2,904 teachers under several individual training workshops except for Galapagos because it has its own reform.



Goals for 2007:

1. Sustain the elimination of the 25 dollar voluntary contribution.
2. Broaden the provision of free text books to 1st to 10th grades of BGE through the Teaching Showcase.
3. Third phase of project broadening coverage: 50,000 boys and girls from the incremental registration.
4. 1,476 students from the second phase will obtain their appointments.
5. 1,529 new teachers with appointments for the third phase of the universalization of 1st grade of BGE.
6. Norms and development of standards for equipment, furniture and teaching materials.
7. Testing of the consensual reforms in basic general education.
8. BGE curriculum linked to early education and high school program.
9. Discussion of new teaching model.
10. Standards and application model for providing the school uniforms.



POLICY 3

Increasing High School Registration to Reach at Least 75% of the Population of That Age Group

Goal: Train young people with skills with an inclusive focus that will allow them to continue their higher education and incorporate them into a productive life conscious of their national identity with a multicultural and multiethnic focus in a framework of respect for human and collective rights, nature and life.

Principal lines of action:

1. Drafting and implementation of a new education model for general and technical high school programs linked to basic and higher education.
2. Determination of education models that develop skills for entrepreneurship by joining education and productive work.

Achievements for 2006:

1. **Construction of national plans for inclusive education, for environmental education, a new orientation and students' welfare model.**

The National Plan for Environmental Education: Co-preparation with the Ministry of Environment the National Plan for Environmental Education for Basic and High School education.

National Plan for Education Inclusion; Validation and forming inclusive policies which allow incorporation of all boys, girls and young people into a system with fair conditions – culminating in the drafting of the National Plan for

Educational Inclusion and the production of 3,000 CDs on the prevention of disability. Specialized training workshops on “Response to Educational Needs of Gifted Children,” “Alternate Communications System for Deaf and Blind Students” and “Education for the Deaf.”

National Health Education Plan: Drafting of the National Health Education Plan and Drafting and validation of working case records on Health Education from first to seventh grades in basic education. 8,000 copies were made of the module for Prevention of Improper Use of Drugs. 14,000 copies of working case records. Beneficiaries: 142,674 persons; 675 education authorities; 1,284 teachers; 43,364 basic education and high school students; 25,580 parents; 71,771 community members.

2. Institutionalization of sex education.

Through Ministerial Accord 403 sex education was institutionalized in the education system: 435 facilitators and 13,000 trained teachers (preschool, elementary and middle school levels); 32,000 books; 15,000 students. The Incorporation of Sex Education as a subject in the curriculum for professional training of new teachers in Teachers Institutes (“ISPES”).

Creation of the Institutional Assistance Committee (“CAI”) for reviewing the curriculum proposal for Sex Education and the drafting of the National Plan for Eradication of Sex Crimes. The qualitative results were positioning of the subject of sex education in the educational system and society as a whole. Ecuador was behind in compliance with component 2 of the educational sector of the agreement with the mechanism of the Global Fund which is the assistance for the prevention and treatment of sexually transmitted diseases. Using the measures explained hereabove, this delay has been largely surpassed which allowed the country to be removed from the early alert it was in.

3. Starting affiliation to the International Baccalaureate Organization for 22 stage schools.

Ecuador's joining the international education panorama included signing the Memorandum of Mutual Commitments between Ecuador and the International Baccalaureate Organization ("OBI"). 22 schools were chosen and they are in the first training phase for implementing the program. The implementation phase of the program takes 2 years. Therefore, the first generations of IB from public schools shall graduate from high school in 2010.

Goals for 2007:

1. New profile for the Ecuadorian high school student.

Schools selected for the International Baccalaureate

- | | |
|-----------------------------------------------------------|----------------------------------------------------------------------|
| 1. Colegio Nacional José Julián Andrade, Carchi | 11. Colegio Nacional Adolfo Valarezo, Loja |
| 2. Colegio Nacional Teodoro Gómez de la Torre, Imbabura | 12. Colegio Fiscomisional San José, Napo |
| 3. Colegio Nacional José Rafael Bustamante, Pichincha | 13. Colegio Fiscomisional San Vicente Ferrer, Pastaza |
| 4. Colegio Nacional Manuela Cañizares, Pichincha | 14. Colegio Nacional Mixto Santo Domingo de los Colorados, Pichincha |
| 5. Colegio Nacional Primero de Abril, Cotopaxi | 15. Colegio Fiscomisional Sagrado Corazón, Esmeraldas |
| 6. Colegio Experimental Ambato, Tungurahua | 16. Colegio Nacional Cinco de Junio, Manabí |
| 7. Colegio Nacional Pedro Carbo, Bolívar | 17. Colegio Nacional Omedo, Manabí |
| 8. Colegio Nacional Capitán Edmundo Chiriboga, Chimborazo | 18. Colegio Nacional Teodoro Alvarado Olea, Guayas |
| 9. Colegio Experimental Benigno Malo, Azuay | 19. Colegio Nacional La Libertad, Guayas |
| 10. Colegio Nacional Luis Cordero, Cañar | 20. Colegio Nacional Ismael Pérez Pasmíño, Guayas |
| | 21. Colegio Nacional Nueve de Octubre, El Oro |
| | 22. Colegio Nacional Galápagos, Galápagos |



POLICY 4

Eradication of Illiteracy and Strengthening Alternative Education

Goal: Guarantee access, permanence, continuation and effective conclusion of the population's studies with lower educational achievement, through national alternative education programs, considering illiteracy as its starting point in the framework of inclusive education.

Principal lines of action:

1. Literacy teaching in native languages for all populations and nationalities (1st, 2nd and 3rd grades).
2. Basic alternative education for the 4th to 10th grades in Spanish.
3. Reorganization and reforming an alternative high school program in modalities of being physical presence, via correspondence and tele-secondary.

Achievements for 2006:

1. Analysis of the status of the compensatory education subsystem.
2. Definition of critical knots and technical and legal solutions.
3. Resizing the demand identified as pure and functional illiteracy, persons who have not completed their basic education and persons who have not completed high school: 67,000 pure illiterates and 1.5 million functional illiterates.

We performed a rescaling of the demand for literacy, basic education and high school diploma program in Spanish and in indigenous languages. Currently, close to 30% of the Ecuadorian population are actually or functionally illiterate.

42% of the population has not finished the ten years of general basic education, and only 12.1% of the population has finished the complete studies for a high school diploma.

4. 55,000 taught to read.

5. Redesign of the curriculum to handle educational achievement.

Main actions:

- Design a curriculum with 1 to 10 grades of basic education and 1 to 3 years of alternative high programs for young people and adults.
- Redrafting and graphic design of educational materials for grades 1 – 7 of alternative basic education using literacy teaching as a starting point.
- Proposal for streamlining and redistribution of subsidy resources.
- Renewal of standards covering the permanent population education subsystem.
- Establishment of links between technical work and the proposal to make up a National Coordinating Commission for Alternative Education with the participation of several national education directorates from Ministry of Education, IRFEYAL, SINEDE, ANIED, CONAMU, CODAE, JNDA, National Directorate of Social Rehabilitation (“DNRS”), National Council for the Disabled (“CONADIS”), UNE, FENADEC and bilingual receivers of subsidies.
- The Ministry of Education together with the Latin American Institute for Educational Communication (“ILCE”) is working on co-designing and the future implementation of the Ecuadorian tele-secondary school with the education project, “Latin American Teaching Model: Towards Merging Media – Ecuador Version,” an alternative modality for eighth, ninth and ten grades in basic education and first, second and third years of high school.
- Design of a curriculum and production of education materials for BGE and high school.

Goals for 2007:

1. 248,300 persons taught to read.
2. Implementation of the literacy model for adults designed in 2006.

POLICY 5

Improvement of the Physical Infrastructure and Equipment for Education Institutions

Goal: Contribute to improvement in the quality of educational services with adequate physical and technological resources; complement, adapt and rehabilitate the infrastructure and equipment and education units complying with minimum standards that contribute to the correct application of education models, providing furniture and technological supports and establishing an accreditation system of physical resources.

Principal lines of action:

1. Streamlining physical resources: coverage, optimization of resources and greater use of operating capacity.
2. Quality of educational infrastructure: design (function and aesthetics), appropriate construction, furnishing technologies and technological supports.

Achievements for 2006

1. **73 million dollars invested in school infrastructure, a record statistic for the last 10 years. Approximately 70% of execution decentralized to branch governments.**

In 2006, we distributed more than \$73 million from different sources of financing in the improvement of educational infrastructure at 2,408 schools.

“República de El Salvador” School, Guayaquil, GUAYAS



“Alejandro R. Mera” School, Tulcán, CARCHI



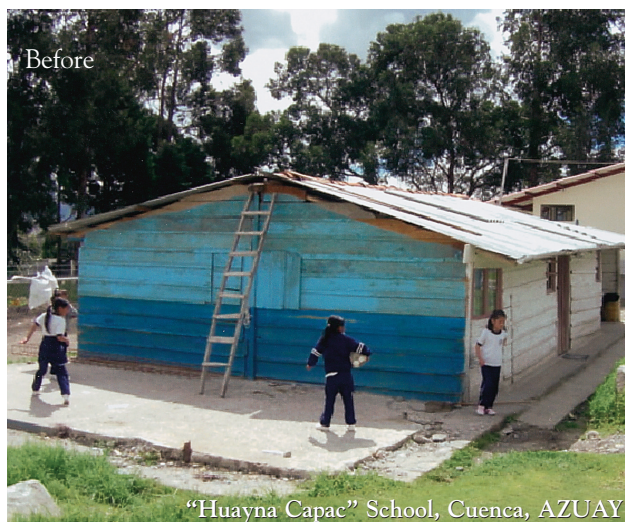
“Ignacio Martínez” School, San Pedro, TUNGURAHUA



Infrastructure Goals Achieved

In 2006, investment in school infrastructure exceeded with interest total investments during the last seven years as seen in the table attached hereto.

YEAR	INVESTMENT IN DOLLARS
1999	650,299
2000	858,269
2001	25,511,928
2002	7,585,635
2003	6,985,376
2004	6,855,191
2005	3,402,447
2006	73,505,845 *



*Includes \$22 million investment transferred on December 28, 2005.



2. Intervention at 2,408 schools, 1,927 new classrooms, and 271,464 students benefited.

REGION	INVESTMENT (US\$)	SCHOOLS RECEIVING INVESTMENT	NEW CLASSROOMS	STUDENT POPULATION BENEFITED
Coast	40,146,370.83	1,422	893	158,478
Highlands	26,547,331.38	797	830	91,328
Amazonas	6,812,143.02	189	204	21,658
TOTAL	73,505,845.23	2,408	1,927	271,464

Goals for 2007:

1. Construction of 220 and rehabilitation of 150 early education schools for children 3 to 5 years old under prescribed standards.
2. Construction of 85 Millennium Schools.
3. Complete rehabilitation of 986 schools, construction of 530 classrooms and replacement of 275 classrooms and complementary spaces in rural areas.
4. Construction of 563 new classrooms, complete rehabilitation of 305 schools, replacement of 119 classrooms, following up 491 new classrooms in urban areas.
5. Preventive maintenance of 10% of the schools.
6. Corrective maintenance of 10% of the schools.
7. Provide furniture to new spaces and annually replace 3% of obsolete furniture.

POLICY 6

Improvement in the Quality and Fairness of Education and Implementation of the National Testing System

Goal: Guarantee that students entering the education system have pertinent skills for correct development and social inclusion.

Principal lines of action:

1. Development and implementation of the national testing system (measurement of academic achievements, testing institutional work and evaluation of teaching performance based on standards for all levels and modalities in the system).
2. Development and implementation of teaching models that evolve and adapt to the socio cultural and national development needs.

Achievements for 2006:

1. The country's rejoining and taking tests within the Latin America Laboratory for Educational Quality (LLECE) from OREALC UNESCO.

We found a system that did not have evaluation or rendering of accounts and did not apply national testing in effect. The educational system has lacked an evaluation scheme since 2000, the last time APRENDO national tests were performed.

Also, the country has not participated in tests measuring educational quality on a Latin American or global scale, damaging a comparative development

process allowing educational policy to be restated. Based on this background, in 2006 as a starting point we applied the operation from Serce (Second Regional Study on Education Quality) from the Latin American Laboratory for Educational Quality (“LLECE”) of the Regional Office for Latin America and the Caribbean (“OREALC”) of UNESCO.

The operation was performed for both the Highlands and Coastal systems with 11,500 students, and it evaluated the level of development of language and math skills of children from fourth and seventh grades in Basic Education in the 22 provinces of the country. The result of these tests will be available in November 2007.

2. Application of the operations system of the Second Regional Study of Educational Quality (“Serce”) in both systems for the testing of educational language and math skills in 11,5000 children in fourth to seventh grade of basic education.
3. Drafting national plans for inclusive education for environmental education, new orientation model and student welfare.
4. Starting membership in the International Baccalaureate Organization for 23 state schools.

5. Processes of quality steps at 23 educational institutions

We have performed a diagnosis of the status of 23 experimental schools in the process of implementing the Quality Performance system. We have provided assistance for the requirements of the standard ISO 9001:2000 to 23 schools in the provinces of Pichincha, Cotopaxi, Tungurahua, Chimborazo, Manabi and Guayas. We have held two national workshops on managing the standards of the Quality Committee and scheduling of courses for internal auditing for teachers and supervisors.

6. Organization of the Second Ecuadorian Teaching Meeting in Manta in September.



Goals for 2007:

1. Development and implementation of 350,000 national tests APRENDO in fourth, seventh and tenth grades of basic general education.
2. Development and implementation of the testing of the basic education and high school model in force by the end of 2007.
3. Discussion and drafting of a new teaching model for the five year period.
4. Continue the membership in the Latin America Laboratory for Educational Quality OREALC UNESCO.
5. Implementation of the Teaching Showcase Process for selecting quality textbooks for the schools from the first to the tenth grades of BGE.



POLICY 7

Reevaluation of the Teaching Profession, Professional Development, Working Conditions and Quality of Life

Goal: Encourage entry into teacher training studies, improving their initial training, the offer of its work conditions, quality of life and the perception of the community of its role.

Principal lines of action:

1. Review and updating the curriculum for initial training.
2. Development and implementation of a permanent professional training and development system.
3. Establishing of a salary policy in accordance with the job market.

Achievements for 2006:

1. Incentives for voluntary retirement were increased to 5 monthly minimum wages to \$12,000.
Reform of the Regulations of the Teaching Career Law and Seniority System increasing the incentive for retirement from five basic monthly wages to \$12,000 through Executive Decree 1563 dated June 29, 2006.
2. Delivered 1,255 incentives for voluntary retirement.
3. USD 5 salary increase.
4. 850 housing subsidies delivered in the amount of \$1,800.

Goals for 2007:

1. 2,500 voluntary retirement incentives.
2. Doubling the housing subsidy and delivery of the subsidy to 1,000 teachers.
3. Initial training curriculum revised together with Consesup.
4. Development of a training and professional development system aimed at new teaching models and TICs.
5. Formation of a new salary policy.

POLICY 8

0.5% Annual Increase in the Allocation for the Education Sector of the GDP until it Reaches at least 6%

Goal: Guarantee necessary financial resources so that the education system promotes sustained and sustainable development for the country.

Achievements for 2006:

1. Approval of policy in referendum on November 26, 2006.
2. Design of the Educational Financing Law.

Goals for 2007:

1. Approval of the educational financing law.
2. 0.5% increase in the education portion of GDP.

CANCIÓN PATRIA

Patria, tierra sagrada de honor y de hidalguía,
que fecundó la sangre y engrandeció el dolor,
¡cómo me enorgullece poder llamarte mía,
mía, como a mi madre, con infinito amor! (bis)

Por tus cruentos martirios y tus dolientes horas,
por tus épicas luchas y tu aureola triunfal,
por tus noches sombrías y tus bellas auroras,
cúbrenos siempre ¡oh Patria! con tu iris inmortal. (bis)

Letra: Manuel María Sánchez
Música: Sixto María Durán



Himno al Maestro

Gratitud al maestro que alumbra,
Nuestra vida y las llena de estrellas,
Gratitud de la patria que en ella,
Ve otro cielo en palabras de luz.

Gratitud de la patria que sabe,
Lo que sufre el maestro y se afana,
frente al joven la voz del mañana,
Junto al niño inocencia y virtud.

Oh maestro que estas en la cátedra,
De tus labios queremos la aurora,
Tu palabra es la luz que se aflora,
Y amanecen las cumbres del bien.

Nadie quiere laureles de gloria,
Si en el pecho de barro le falta,
La grandeza más noble y más alta,
Gratitud a quien hizo un laurel.

Pablo Hannibal Vela



Educamos para tener Patria
Llaktata charinkapak yachanchik

Ten Year Education Plan in Ecuador 2006 - 2015

1. Making Early Education Universal for 0 to 5 years of age
2. Universalization of Basic General Education from 1st to 10th Grades
3. Increasing High School Registration to Reach at Least 75% of the Population of That Age Group
4. Eradication of Illiteracy and Strengthening Alternative Education
5. Improvement of the Physical Infrastructure and Equipment for Education Institutions
6. Improvement in the Quality and Fairness of Education and Implementation of the National Testing System
7. Reevaluation of the Teaching Profession, Professional Development, Working Conditions and Quality of Life
8. 0.5% Annual Increase in the Allocation for the Education Sector of the GDP until It Reaches at least 6%

Ministerio de Educación
Consejo Nacional de Educación

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