



De Cero a Siempre's Early Education Policy

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De Cero a Siempre provides an integrated framework for the equitable provision of coordinated services to promote holistic development in early childhood, through action in:

- Care and upbringing
- Health and nutrition
- Participation
- Recreation and
- Early childhood education



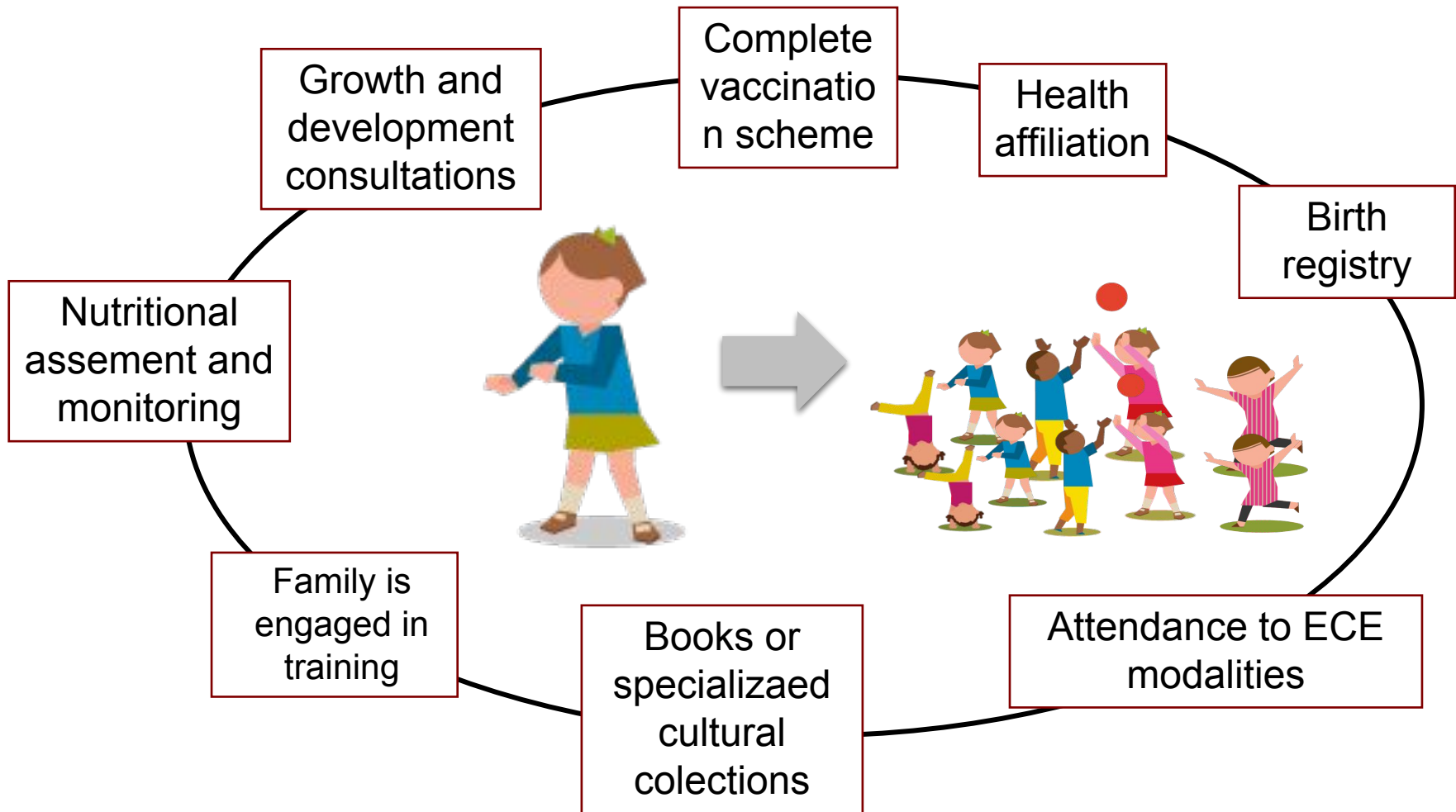
Atenciones

Located at a new conceptual level of support for children, located between the level of services and sectors that is responsive to the needs of children's holistic development.

- Level of comprehensiveness that reflects the multiple supports necessary for young children's health, learning and behaviors.
- Level of generality that allows for local tailoring and adaptation, key in a country as richly diverse as Colombia.



Atenciones prioritizadas



Atención Integral



The way in which national, territorial and local actors engage in cross-sectoral actions to materialize children's right to holistic development.

Intersectorial comisión



Presidencia de la República



MinSalud

Ministerio de Salud
y Protección Social



MinEducación

Ministerio de Educación Nacional



MinCultura

Ministerio de Cultura



MinVivienda

Ministerio de Vivienda



DNP

DEPARTAMENTO NACIONAL DE PLANEACIÓN



DPS

DEPARTAMENTO PARA LA PROSPERIDAD SOCIAL



Unidad para la **Atención**
y **Reparación Integral**
a las Víctimas



coldeportes



**BIENESTAR
FAMILIAR**

Early Childhood Education

Intentional, permanent and structured educational and pedagogical process, through which children develop their potential and abilities through **play, art, literature and exploration of the environment**, counting on **the family as the central actor**.

Early Childhood Care and Education services

ICBF	Public schools	Territorial services	Private services
Hogares Comunitarios; Centers; Family; Propia (0-4)	Pre-Jardín – 3 Jardín – 4 Transición - 5	Centers and Family services (0-4)	Family and neighbor care & Centers (0-5)
Non-recurrent national resources	Recurrent national resources (transición)	Territorial	Families
HC: 317.827 EI: 1.328.219 Total: 1.646.046	Pre-Jardín: 76.128 Jardín: 133.454 Transición: 705.967	No reports at national level	No reports at national level

Purposes of Early Childhood Education

1. Build their identity in relation to others; they feel loved, and value belonging to a family, culture and world.
2. Are active communicators of their ideas, feelings and emotions; they express, imagine and represent their reality.
3. Enjoy learning, explore and relate to the world to understand and build it.

Quality interactions

Taking care: engaging in communicative and affective actions that promote my own and other people's well-being. It is based on respectful relationships between adults, boys and girls.

Accompanying (being there): being present from my body, my words, and the environment that I have arranged and is now available to be transformed from our joint actions.

Provoking: proposing situations and interactions that recognize children's potential and challenge them to build new possibilities of being and feeling in the world.

Strategic objectives

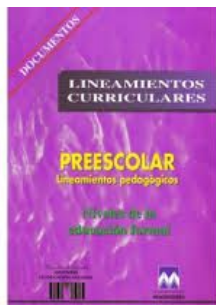
- A** Improving educational benefits
- B** Guaranteeing universal access and the successful transition to education
- C** Strengthening the institutional structure of Early Childhood Education



A. Improving educational benefits

Providing a clear technical line

Lineamientos curriculares de preescolar 1998



Serie de Orientaciones Pedagógicas 2014



Caja siempre día E 2016

DBA transición



Lectura emergente



Bases curriculares para la educación inicial y preescolar 2017



A. Improving educational benefits

Strengthening the capacities of teachers and educational agents

National Qualifications Framework for initial education

- Adjustment of the occupational profile and skills of the pedagogical assistant, teachers and coordinator.
- This impacts quality standards, qualification processes and training

Complementary Training Programs at Escuelas Normales Superiores:

- Strengthening curricula, practices and research agenda.
- Currently, Copacabana, Rionegro, Manatí, Neiva, Quibdó, Bahía Solano, Majagual and Salamina are participating.

Modelo de Acompañamiento Pedagógico Situado MAS+ (Coaching Model)

- 2,751 teachers in 20 Entidades Territoriales Certificadas
- MAS+ étnico in Guajira and Chocó

B. **Guaranteeing universal access and the successful transition to education**

Prescolar Integral

Program to **bring atención integral to public schools** through:

- An interdisciplinary team (professionals health and nutrition, psychosocial support, pedagogical assistants and kitchen aids)
- Coaching
- Improvements in school lunch
- Improvements to infrastructure and learning materials

- More than **70,000 children** in 318 educational institutions
- Over **10 million dollars** invested (ICBF-ETC-Family Compensation Funds)

B. **Guaranteeing universal access and the successful transition to education**

¡Todos Listos!

Guidelines to ensure the successful transition to formal school through:

- Accompanying children, families and institutions to face the changes in the entry to formal education
- Promoting the transition of children from ICBF and Social Prosperity to transition degree in a timely manner
- Performing active searches of children who are out of the system



C. Strengthening the institutional structure of Early Childhood Education

Information systems

- The country has an information system that allows **child-to-child monitoring of atenciones at the national level**.
- Updated information system that allows the **Single Registry of Providers** (public and private). This is the first step in the licensing, inspection and surveillance process.

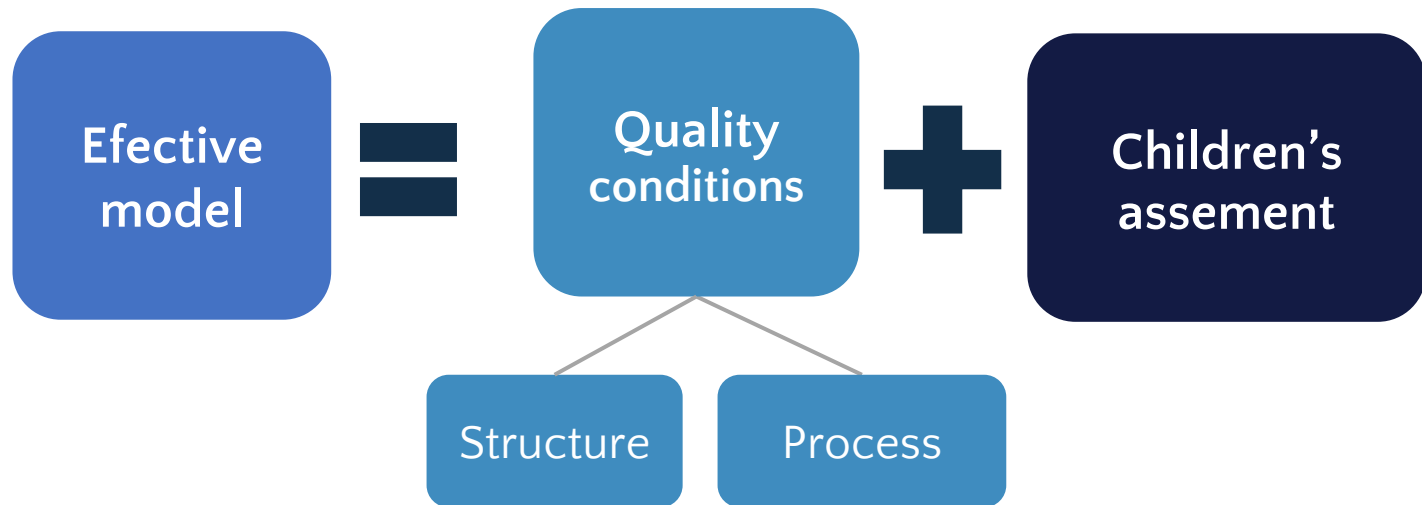
Modelo de Gestión de la educación inicial

70 local education offices are implementing a **management model** to integrate early childhood education in their organizational structures:

- Promotion (state of ECE, socialization of technical guidelines, strengthening services)
- Access (working with ICBF to promote transitions)
- MISSING: Inspection and surveillance

C. Strengthening the institutional structure of Early Childhood Education

Quality measurement model



- Identifies the conditions that require improvement through policy tools.
- Provides a baseline for monitoring quality improvement.
- Becomes an input of innovation and processes of continuous improvement and professional development

Challenges for the current government

- A**
 - Focusing efforts on the improvement of pedagogical quality:
 - Continuing the professionalization of workforce.
 - Strengthening initial education programs by incorporating curricular guidelines.
 - Expanding the coaching model.

- B**
 - Expanding coverage of Preescolar Integral.
 - Designing flexible models that allow universal coverage in disperse rural areas.
 - Implementing the ¡Todos Listos! strategy in the national territory.

- C**
 - Promoting the use of Information Systems in the territory.
 - Regulating Early Childhood Education with clear territorial responsibilities, particularly in regards to licensing, inspection and surveillance of private providers
 - Institutionalize and expanding quality measurement model.



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