

Constitutional Rights and Guarantees in Early Education (3 To 5 Years) in Ecuador

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A documentary review was carried out on the production and publication of research works related to the study of the variables Early Childhood Education and Fundamental Rights. The purpose of the bibliometric analysis proposed in this document was to know the main characteristics of the volume of publications registered in the Scopus database during the period 2013-2023, achieving the identification of 46 publications. The information provided by this platform was organized through graphs and figures categorizing the information by Year of Publication, Country of Origin, Area of Knowledge and Type of Publication. Once these characteristics have been described, the position of different authors regarding the proposed theme is referenced through a qualitative analysis. Among the main findings made through this research, it is found that the United Kingdom with 9 publications was the country with the highest scientific production registered in the name of authors affiliated with institutions in that nation. The Area of Knowledge that made the greatest contribution to the construction of bibliographic material related to the study of the variables Early Childhood Education and Fundamental Rights was Social Sciences with 27 published documents, and the most used Type of Publication during the period indicated above were Journal Articles with 76% of the total scientific production.

Keywords: Early Childhood Education, Fundamental Rights, Constitutional Guarantees.

1. Introduction

The 2008 constitution in Ecuador establishes constitutional rights and guarantees in early education, which establishes that education is constituted as a fundamental right "an inescapable and inexcusable duty of the State"

The state, as a guarantor of education, has proclaimed norms and laws to systematize the rights

of education to its citizens; among these laws we find the Organic Law of Higher Education (National, 2010), the Organic Law of Intercultural Education (National, Organic Law of Intercultural Bilingual Education, 2011), the Regulations of the LOEI in 2012 and the modification of the Code of Childhood and Adolescence in 2013. These laws seek to comprehensively guarantee initial education for children between 3 and 5 years of age, improve quality indicators in the teaching and learning processes.

However, despite these advances in strengthening early education, this sector has been facing several challenges. Among these difficulties there is a limited educational offer for comprehensive early childhood care between 0 and 5 years of age, which allows stimulating children's own skills such as propaedeutics in primary education. There are low enrolment rates in primary education, emphasis on attention to those who are in a situation of vulnerability and exclusion such as those of indigenous and Afro-Ecuadorian origins. In addition, there are problems in infrastructure, commitments to rural education and culturally vulnerable groups. The incidence of these factors in groups of children and children in early education causes failures in education systems, thus contributing to limited, lacking and socially disadvantaged training.

To face these challenges through public policies, the Ministry of Education of Ecuador chose to build spaces for dialogue, this in order to produce educational changes in the educational system by providing its citizens with a main education of the highest quality enshrined and stipulated in the Constitution. These policies address problems of coverage, social inclusion, educational quality, among others, as well as their origin or social condition, address these factors in a comprehensive way in order to enhance initial education in the years of schooling, allow the development of cognitive, psychosocial, psychomotor and affective capacities.

Therefore, it is important that the Code of Childhood and Adolescence (National E.C., 2014) directs the necessary actions from the political, social and economic order that contribute to increasing the indicators of quality of teaching and learning. (Caribbean, 2016) For this reason, this article seeks to describe the main characteristics of the compendium of publications indexed in the Scopus database related to the variables Early Education and Fundamental Rights, as well. Such as the description of the position of certain authors affiliated with institutions, during the period between 2013-2023.

2. General Objective

To analyze, from a bibliometric and bibliographic perspective, the preparation and publication of research papers in high-impact journals indexed in the Scopus database on the variables Early Education and Fundamental Rights during the period 2013-2023.

3. Methodology

This article is carried out through a mixed orientation research that combines the quantitative and qualitative method.

On the one hand, a quantitative analysis of the information selected in Scopus is carried out under a bibliometric approach of the scientific production corresponding to the study of the *Nanotechnology Perceptions* Vol. 20 No. S8 (2024)

variables Early Childhood Education and Fundamental Rights. On the other hand, examples of some research works published in the area of study indicated above are analyzed from a qualitative perspective, based on a bibliographic approach that allows describing the position of different authors regarding the proposed topic. It is important to note that the entire search was carried out through Scopus, managing to establish the parameters referenced in Figure 1.

3.1. Methodological design

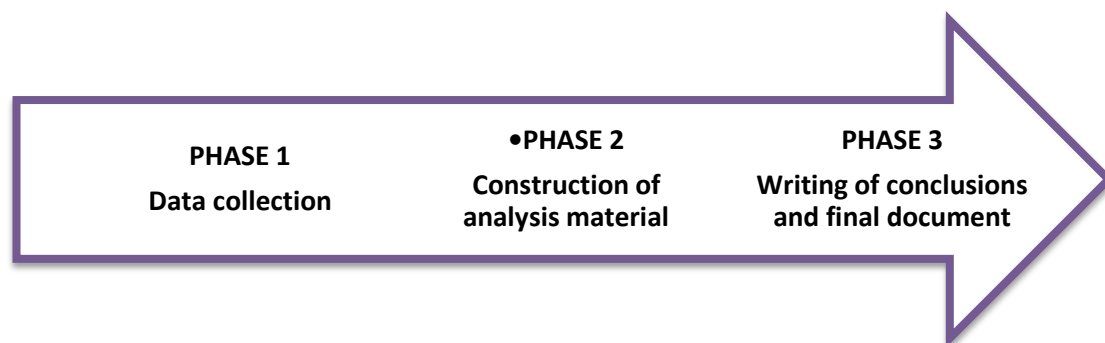


Figure 1. Methodological design

Source: Own elaboration

3.1.1 Phase 1: Data Gathering

Data collection was carried out from the Search tool on the Scopus website, where 46 publications were obtained from the choice of the following filters:

TITLE-ABS-KEY (initial AND education, AND fundamental AND rights) AND PUBYEAR > 2012 AND PUBYEAR < 2024

- Published documents whose study variables are related to the study of the variables Early Childhood Education and Fundamental Rights
- Limited to the period 2013-2023.
- Without distinction of country of origin.
- Without distinction of area of knowledge.
- Without distinction of type of publication.

3.1.2 Phase 2: Construction of analysis material

The information collected in Scopus during the previous phase is organized and then classified by graphs, figures and tables as follows:

- Co-occurrence of words.
- Country of origin of the publication.
- Area of knowledge.
- Type of publication.

3.1.3 Phase 3: Drafting of the conclusions and final document

In this phase, the analysis of the results previously yielded is carried out, resulting in the determination of conclusions and, consequently, the obtaining of the final document.

4. Results

4.1 Word co-occurrence

Figure 2 shows the co-occurrence of keywords found in the publications identified in the Scopus database.

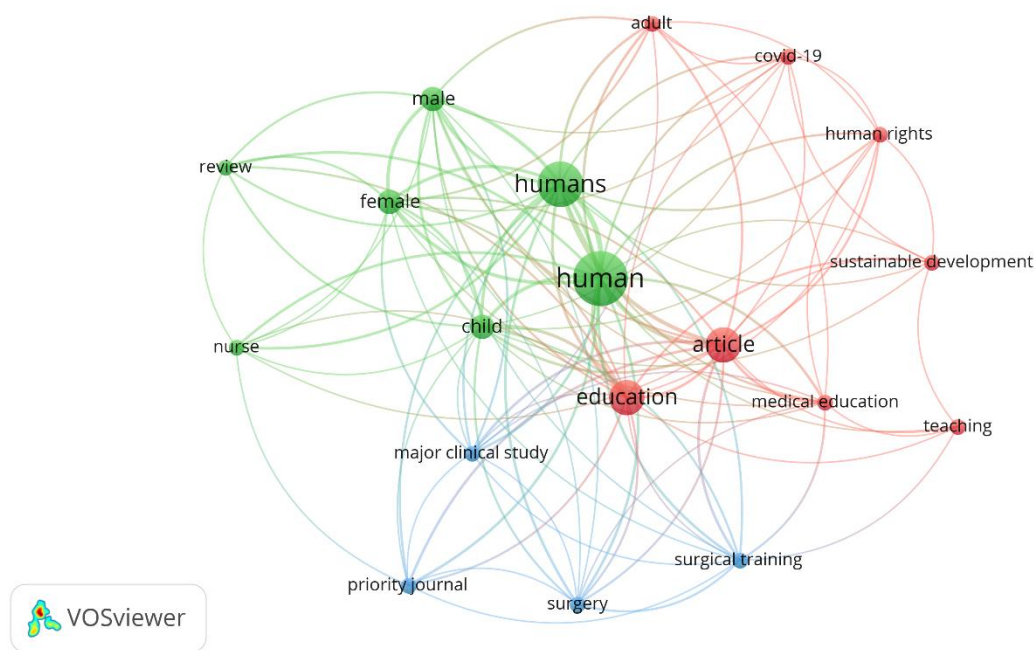


Figure 2. Word co-occurrence

Source: Own elaboration (2024); based on data exported from Scopus.

Education was the most frequently used keyword within the studies identified through the execution of Phase 1 of the Methodological Design proposed for the development of this article. Sustainable Development is among the most frequently used variables, associated with variables such as Innovation, Children, Ecuador, Quality Education, Teachers. From the above, it is striking that the Constitution of Ecuador (2008) establishes that education is a fundamental right, which must be guaranteed by the State. It is also a priority area of public policy and investment through public spending, therefore, must be accessible to all people. In this sense, the Educational Policy was created in 2021, which aims to receive comprehensive and quality information for all levels of education, mainly in initial education, appreciation of diversities, participation, autonomy and cooperation. Ecuador should continue to strengthen

and guarantee early education in order to promote quality education, especially in rural and urban areas.

4.2 Distribution of scientific production by year of publication

Figure 3 shows how scientific production is distributed according to the year of publication.

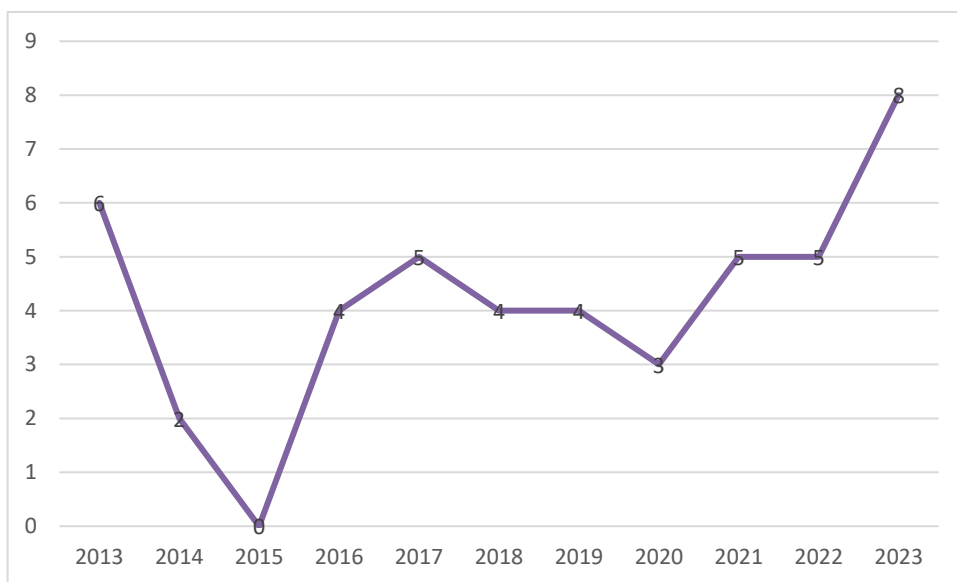


Figure 3. Distribution of scientific production by year of publication.

Source: Own elaboration (2024); based on data exported from Scopus

As evidenced in the figure above, the growth of scientific production around the variables Early Education and Fundamental Rights, has had a great growth in terms of the volume of annual registrations, in 2012 the global was 6 publications while in 2023 there were 8. Among the highlights of this past year, is the one entitled "Distance Education under Oppression: The Case for Palestinian Higher Education" This article is based on both empirical research from an EU-funded project in Palestine and the lived experiences of Palestinian higher education educators. The geopolitical situation is precarious at best in Palestine, where Israel monitors and controls Palestinians' right to travel, live, and work (even more so if they wish to engage in these activities abroad) and their access to the internet is never free of surveillance. Under these circumstances and under these conditions, distance education has played a crucial role in supporting Palestinian students to develop a global voice. This article captures some of the educational challenges faced by Palestinian students and teachers in general in their daily contexts and, more specifically, in their learning and teaching experiences, and the methods used to overcome these barriers. It draws on multiple sources and recent studies conducted in the field by Palestinian colleagues and will analyse the challenging aspects of online learning from a variety of perspectives in each of these studies before offering conclusions and recommendations/implications for other areas of study in situations of oppression.(Smith, 2023)

4.3 Distribution of scientific production by country of origin.

Figure 4 shows how scientific production is distributed according to the nationality of the authors.

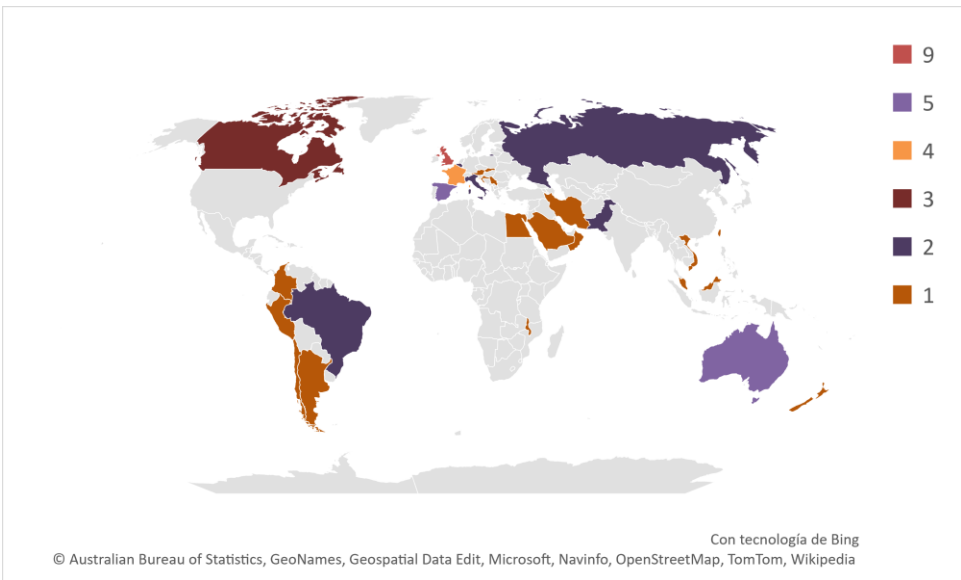


Figure 4. Distribution of scientific production by country of origin.

Source: Authors' elaboration (2024); based on data provided by Scopus.

Within the distribution of scientific production by country of origin, records from institutions were taken into account, establishing the United Kingdom as the country in that community, with the highest number of publications indexed in Scopus during the period 2013-2023, with a total of 9 publications in total. In second place, Australia and Spain with 5 scientific papers, and France in third place presenting to the scientific community, with a total of 4 papers among which is the article entitled "Curriculum Reform in Viet Nam: Opinions, Experiences and Challenges of Primary School Teachers" This study examined the beliefs, experiences and challenges of primary school teachers in Viet Nam in the early years of implementation of a new plan of studies. The study was conducted in five primary schools in a large city in Viet Nam. The data consist of in-depth semi-structured interviews with eleven teachers. Analysis of the qualitative data showed that teachers had positive opinions about the new curriculum, commenting that the curriculum had many strengths and was introduced at the right time. Teachers reported that they largely understood the principles of the new curriculum and made attempts to implement it. They highlighted several initial positive effects of the curriculum on students and themselves. However, teachers also faced several challenges, especially the negative impact of the COVID-19 pandemic that forced them to transition to online teaching. In addition, teachers showed some difficulties in designing the long-term curriculum and individual lesson objectives due to fundamental differences between the old and new curriculum. The implications for teachers and policymakers for Vietnamese primary education, and possibly similar contexts, are discussed.(Pham, 2023)

4.4 Distribution of scientific production by area of knowledge

Figure 5 shows the distribution of the preparation of scientific publications based on the area of knowledge through which the different research methodologies are implemented.

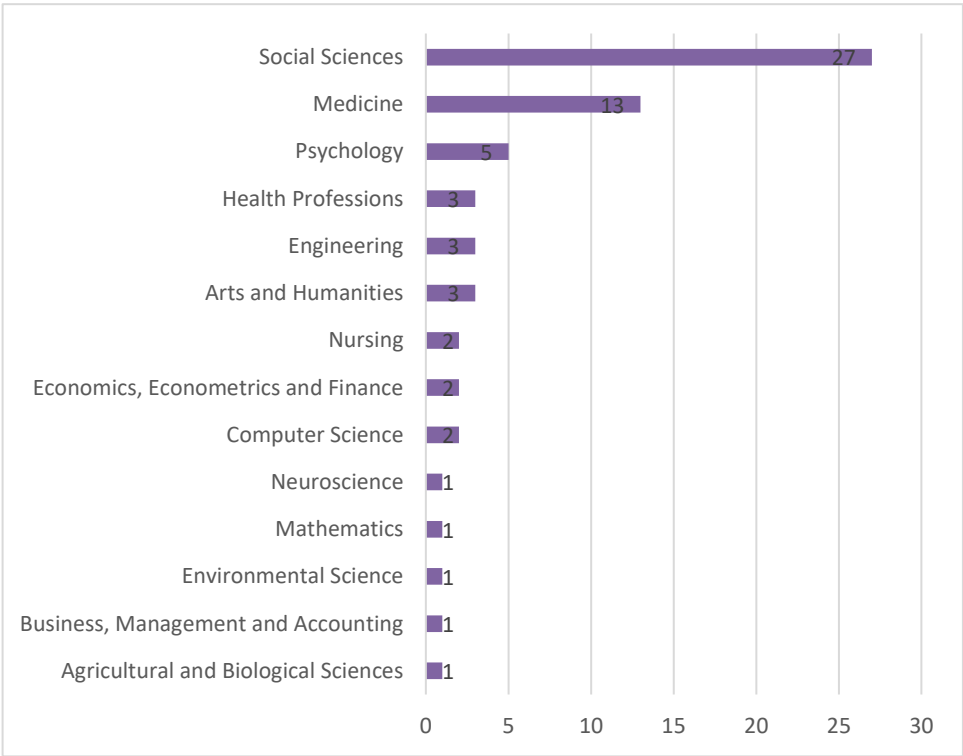


Figure 5. Distribution of scientific production by area of knowledge.

Source: Authors' elaboration (2024); based on data provided by Scopus.

Social Sciences was the area of knowledge with the highest number of publications registered in Scopus with a total of 27 documents that have based its methodology Early Education and Fundamental Rights. In second place, Medicine with 13 articles and Psychology in third place with 5. The above can be explained thanks to the contribution and study of different branches, the article with the greatest impact was registered by Social Sciences entitled "Initial teacher training in Chile and its alignment with the educational issues of the Sustainable Development Goals (SDGs)" The Sustainable Development Goals (SDGs) and their 2030 educational agenda represent the debates and agreements that take place worldwide on humanity's commitments to our home common "the planet". In this context, teacher training is recognized as a fundamental pillar to achieve quality, inclusive and sustainable education for all, from a humanistic approach to education and development. The research focused on knowing how Initial Teacher Training (FIT) projects in Chile are being aligned with the educational issues of the SDGs, for which three documentary lines are addressed: institutional policy (PEI, Educational Model); professional identity (graduate profiles) and study plans and programs. Methodological and technical procedures typical of the qualitative paradigm based on grounded theory are followed. The results show that the educational themes of the SDGs are

Nanotechnology Perceptions Vol. 20 No. S8 (2024)

part of institutional, identity and programmatic narratives, as transversal content or in subjects. However, their presence is low or deficient, especially on topics such as "Sustainable Development" and "Gender Equality". (Mundaca Gómez, 2021)

4.5 Type of publication

In the following graph, you will see the distribution of the bibliographic find according to the type of publication made by each of the authors found in Scopus.

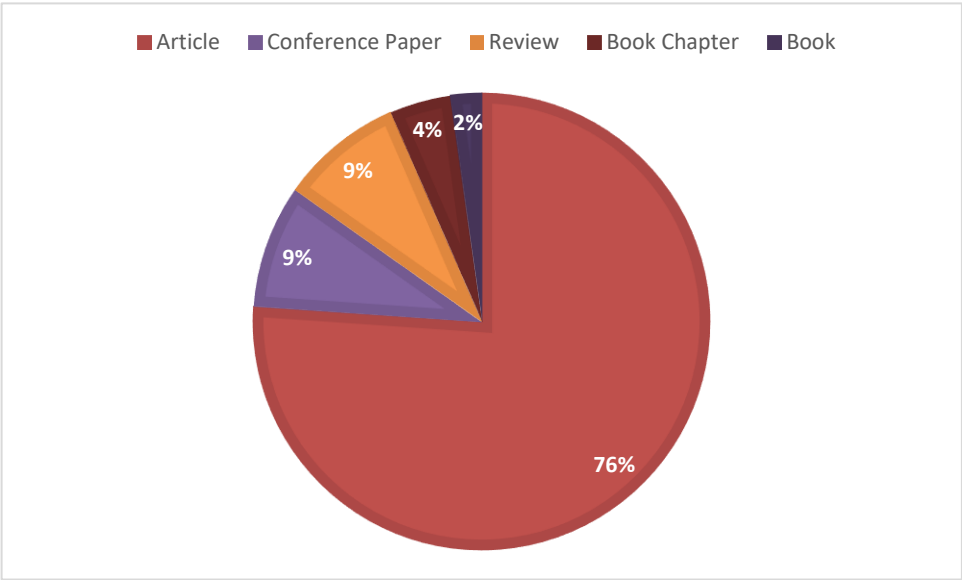


Figure 6. Type of publication.

Fountain: Own elaboration (2023); based on data provided by Scopus.

The graph reflects a diversity of types of scientific publications, with a clear predominance of articles and conference room papers. Revista and Capitulo del Libro also have a significant presence. The other types of publications, although less frequent, complete the panorama of how academic and scientific work is distributed. Journal Articles represent 76% of the total publications, it was the most common and dominant type of publication in this distribution. Secondly, Conference Session Papers represent 9% of the total publications Journal in third place, they constitute 9% of the total publications, which allows us to infer a significant number of publications dedicated to reviewing and summarizing the existing literature in a particular field. In this last category, the one entitled "Unlocking Speech and Listening: Developing Spoken Language in the Primary Classroom: Third Edition" stands out. Spoken language is a key component of the national primary curriculum and is fundamental for children's language development and learning. The need for teachers to develop speech on its own and also to use speech as a means of learning is critical to effective primary practice. In the past, initial teacher training and ongoing professional development have focused on literacy (reading and writing) to the detriment of speaking and listening. However, research strongly supports speech as fundamental to learning and teaching. It has also been identified as an area where teachers feel less safe. This fully updated third edition of Unlocking Speaking

and Listening addresses key issues related to spoken language with rigor, depth, and a strong focus on research, providing education professionals with clear and practical strategies for engaging in purposeful speech, while celebrating children's implicit understanding and love of the spoken word.(Jones, 2017)

5. Conclusions

Thanks to the bibliometric analysis carried out in this document, it is possible to conclude that, in terms of the geographical distribution of scientific production around the variables Early Childhood Education and Fundamental Rights, the United Kingdom was the country with the highest number of publications registered in Scopus during the period between 2013 and 2023 with a total of 9 documents, followed by Australia and Spain with a total of 5 publications. As for the areas of knowledge with the greatest influence on the writing and publication of research papers related to the topic proposed for this article, Social Sciences, Medicine, Psychology stand out.

The Constitutional Regulations of the Republic of Ecuador 2008 and the Code of Childhood and Adolescence; It can be concluded that in this territory as an intercultural country there is a regulatory framework and constitutional guarantees through public policies with the intention of guaranteeing and prevailing initial education for children from 3 to 5 years old, providing quality and intercultural education.

Despite the intervention of the Ministry of Education and public policies, education in Ecuador has presented a series of limitations. Firstly, there is a limited educational offer for comprehensive early childhood care from 0 to 5 years of age, to which is added a low rate of enrolment in initial education and academic continuity, affecting the rural population and disadvantaged socio-cultural strata.

To address these educational shortcomings, Ecuadorian reforms seek to strengthen and achieve quality education. In this sense, regulatory measures must be increased to guarantee quality. The application of a set of standards that guarantees that these standards are implemented in both public and private schools should be analyzed, as regulated by the Joint Recommendation between the International Labor Organization and the United Nations Education Organization.

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