



**Compromised with the
sustainable development
of Ecuador**

Presentación

1.	BACKGROUND
2.	Internal Policies and Processes
3.	EXPERIENCE

Presentación

1.

BACKGROUND

1. BACKGROUND (FADSE)



Mision

To contribute to the comprehensive and sustainable development of communities through educational, environmental, and social programs that strengthen capacities, improve living conditions, and promote the active participation of individuals in the transformation of their environment. We work with the most vulnerable sectors by advancing innovative, high-impact initiatives grounded in social responsibility.

All our actions are aligned with the Sustainable Development Goals (SDGs)



1. BACKGROUND (FADSE)

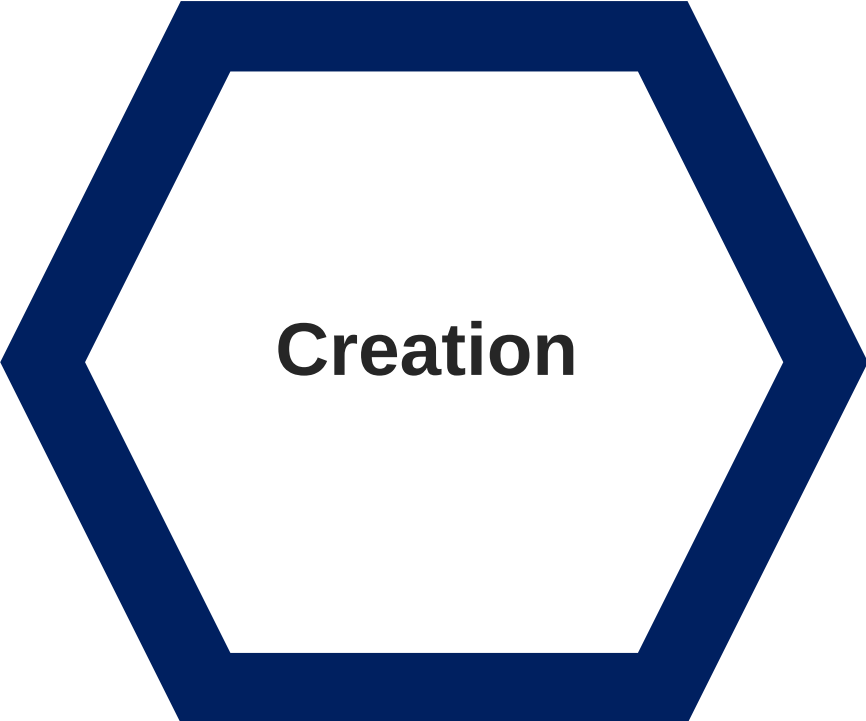


Vision

To be a leading organization in the development of inclusive, resilient, and sustainable societies, where every individual has the capacities and opportunities necessary to actively participate in the social, environmental, and educational transformation of their community.



1. BACKGROUND (FADSE)



Creation

The Ecuadorian Foundation for Sustainable Development Support (FADSE) was established in 2004 as an initiative committed to promoting sustainable development in the country. Its work is focused on the implementation and strengthening of strategic actions in the following areas:

- Inclusive education and institutional support.
- Applied research in educational inclusion.
- Environmental management and climate change adaptation.
- Prevention of chronic child malnutrition.
- Promotion of productivity through sustainable productive projects.
- Strategic planning based on sustainable territorial development.

Presentation

2.

INTERNAL POLICIES AND PROCESSES

2. INTERNAL POLICIES AND PROCESSES

Institutional Governance – FADSE

The Ecuadorian Foundation for Sustainable Development Support (FADSE) operates under an institutional governance framework guided by ethics, transparency, and regulatory compliance, ensuring that all its processes and policies are aligned with the principles of integrity, accountability, and social responsibility promoted by international cooperation.

2. INTERNAL POLICIES AND PROCESSES

Institutional Processes – FADSE

- Planning and implementation of projects with a sustainable development approach and participation of local stakeholders.
- Administrative and procurement processes based on principles of transparency, legality, and technical suitability.
- Monitoring, evaluation, and accountability mechanisms focused on results and continuous improvement.
- Inter-institutional coordination to ensure regulatory compliance and the sustainability of interventions.

2. INTERNAL POLICIES AND PROCESSES

Institutional Policies – FADSE

- Commitment to ethics, integrity, and compliance with applicable national and international regulations.
- Transparency policy and responsible use of financial and technical resources.
- Respect for human rights, inclusion, equity, and non-discrimination.
- Prevention of conflicts of interest and promotion of responsible professional conduct.

Presentation

3.

EXPERIENCE

3. EXPERIENCE

**Playful learning
landscapes for the
prevention of
chronic child
malnutrition (CCM)**

Paisajes de
Aprendizaje
Lúdicos



1. CONTROLES PRENATALES Y DE NIÑO SANO
2. ESQUEMA COMPLETO DE VACUNACIÓN
3. LACTANCIA MATERNA EXCLUSIVA
4. ALIMENTACIÓN COMPLEMENTARIA A PARTIR DE LOS 6 MESES DE EDAD
5. LAVADO DE MANOS
6. CONSUMO DE AGUA
7. ENTORNOS PROTECTORES

3. EXPERIENCE

Data collection through formative research on chronic child malnutrition (CCM), design of a curricular framework, and implementation of training programs on good nutrition practices.



3. EXPERIENCE

Development of pedagogical tools and methodological guidelines for supporting vulnerable students with specific educational needs, with or without disabilities, in schools within the National Education System.



3. EXPERIENCE

**Inclusive recreational
parks and support for
the community to use
these parks**



Embajada y Consulado de
EE.UU. en Ecuador



UNIVERSIDAD SAN FRANCISCO

UNEMI
UNIVERSIDAD ESTATAL DE MILAGRO

Social Circus Cultural Center 2013



3. EXPERIENCE

Qualitative and quantitative research on knowledge, attitudes, and practices influencing chronic child malnutrition (CCM) in Ecuador, including an intercultural and rights-based approach



3. EXPERIENCE

**Design and layout of
the teacher support
guide for the
Strengthening Course
of the Sustainable
School Feeding
Program in Ecuador.**



Organización de las Naciones
Unidas para la Alimentación
y la Agricultura



Fundo Nacional
de Desenvolvimento
da Educação



AGÊNCIA
BRASILEIRA DE
COOPERAÇÃO

MINISTERIO DE LA
EDUCACIÓN

MINISTERIO DE
RELACIONES
EXTERIORES



UNIÓN Y RECONSTRUCCIÓN



EL NUEVO
ECUADOR

Ministerio
de Educación

3. EXPERIENCE

Updating the manual for nutritional status assessment in emergency situations and the protocol for the treatment of acute malnutrition in emergency contexts.



Protocolo de tratamiento de

DESNUTRICIÓN AGUDA

En contexto de emergencia
con alimentos terapéuticos
listos para su uso (ATLU)

3. EXPERIENCE

Strategic partnership with the Fundación Promesa IFI for the organization of the Second and Third “First 1,000 Days” Forums.



3. EXPERIENCE

Pedagogical
methodology for
early childhood
education based on
the wisdom of the
A'í Cofán people or
nationality



Secretaría de Educación Intercultural
Bilingüe y la Etnoeducación

unicef | para cada infancia



Diners Club®

3. EXPERIENCE



3. EXPERIENCE

**CONSULTANCY FOR
CAPACITY BUILDING IN
A NEW WATER
CULTURE
CHILD EDUCATION
PROGRAM FOR
RESPONSIBLE USE OF
WHATER SOURCES**



EPMAPS
Agua de Quito



Quito
Alcaldía Metropolitana

3. EXPERIENCE

**DESIGN OF
PEDAGOGICAL CONTENT
AND CONSTRUCTION OF
MODULES WITHIN THE
FRAMEWORK OF THE
ENVIRONMENTAL
EDUCATION PROGRAM
FOR THE SECRETARIAT
OF ENVIRONMENT**



*Secretaría de
Ambiente*



Quito
Alcaldía Metropolitana

3. EXPERIENCE

**Consultancy for
the Strengthening
of Municipal
Educational
Institutions.**



3. EXPERIENCE

Pedagogical support based on arts and play-based strategies for the development of educational activities for students with specific educational needs, associated or not with disabilities, within the context of the COVID-19 emergency.



MINISTERIO
DE EDUCACIÓN



3. EXPERIENCE

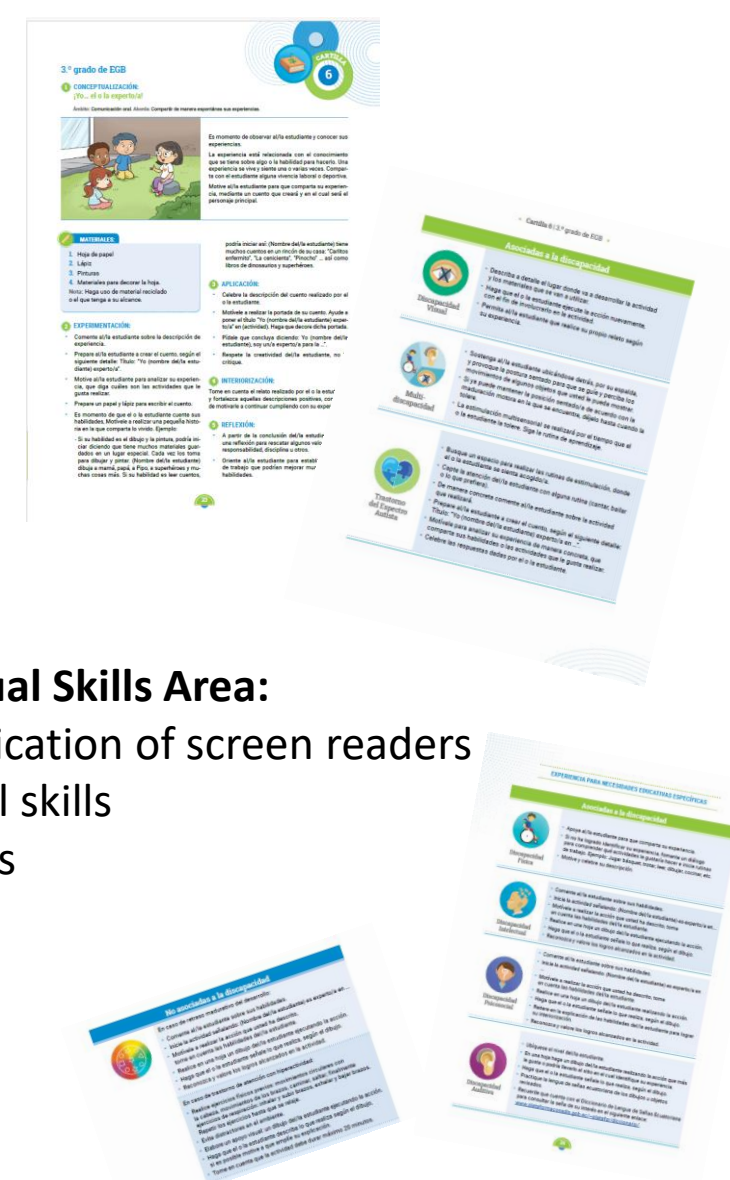
Design of training materials on techniques that promote autonomy and independence for people with visual disabilities, to be delivered through a Moodle virtual learning platform.

Activities of Daily Living:

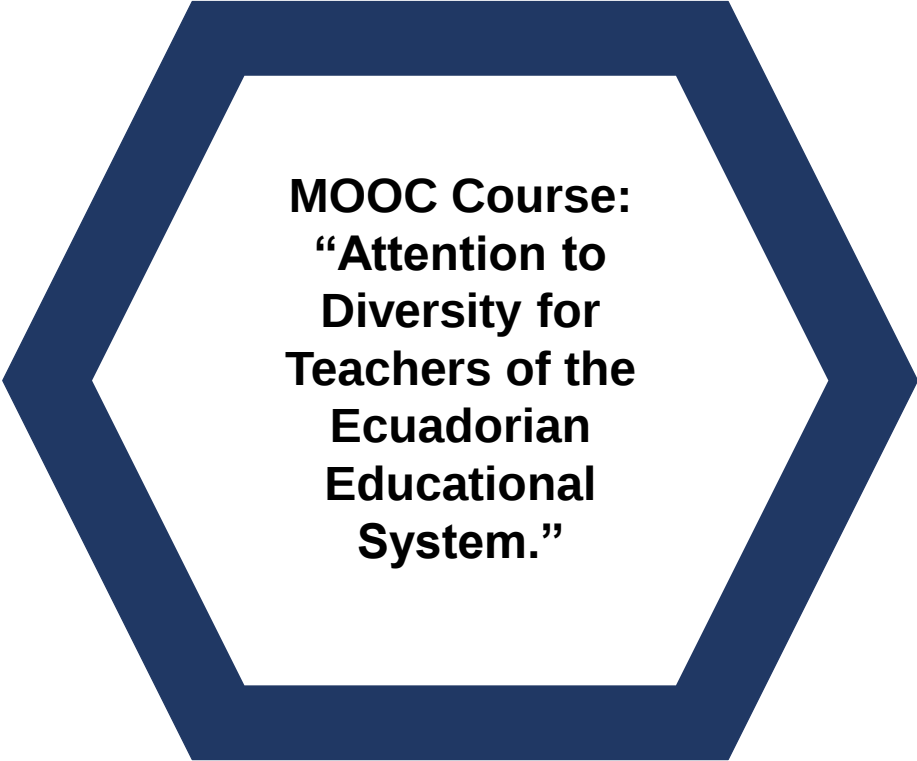
- Home maintenance
- Personal hygiene
- Food preparation
- First aid

Communication and Manual Skills Area:

- Computer use and application of screen readers
- Development of manual skills
- Occupational workshops



3. EXPERIENCE



**MOOC Course:
“Attention to
Diversity for
Teachers of the
Ecuadorian
Educational
System.”**

Módulo 1:

**DERECHOS HUMANOS EN LA EDUCACIÓN CON
ÉNFASIS EN LA INCLUSIÓN EDUCATIVA**

Módulo 2:

**DISEÑO UNIVERSAL PARA EL APRENDIZAJE
PARA ATENDER LA DIVERSIDAD**

Módulo 3:

**DISCIPLINA POSITIVA DENTRO Y FUERA DEL
AULA**

3. EXPERIENCE



3. EXPERIENCE

**Accessibility
needs related to
equipment and
connectivity for
students with
functional
diversity.**



Discapacidad
intelectual



Trastorno del
Espectro Autista⁴



Discapacidad
física



Discapacidad
psicosocial

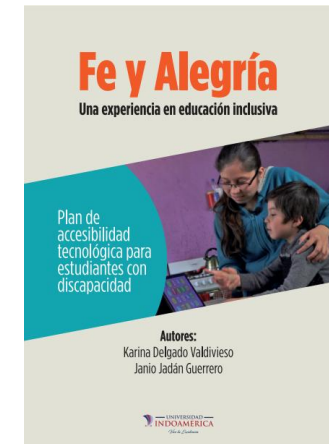
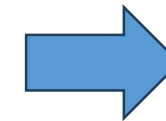


Discapacidad
intelectual



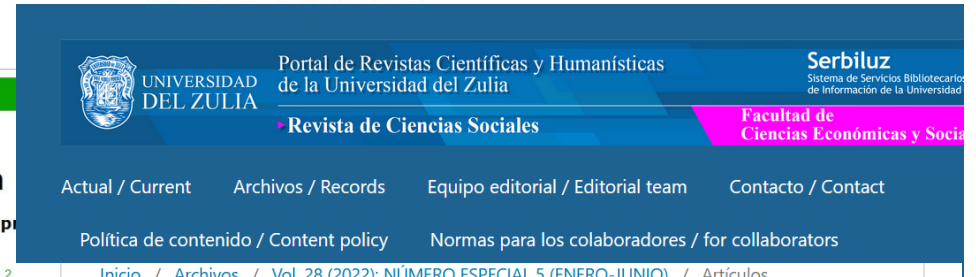
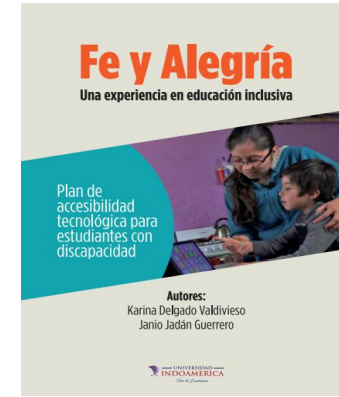
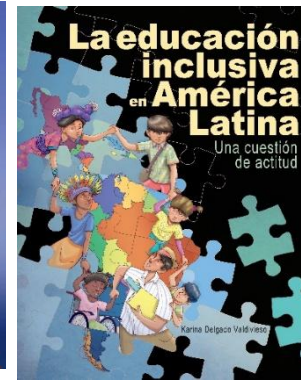
Multidiscapacidad

Adaptation of
Universal Design for
Learning (UDL) to
Personalized Design.



3. EXPERIENCE

Investigation and
publishing



Educación inclusiva en América Latina: Trayectorias de una educación segmentada



OEI



“Thank you for your interest in our joint efforts to promote an inclusive, equitable, and sustainable society.”