

STUDY ABOUT THE TRANSITION OF PRIMARY TO SECONDARY EDUCATION:

A POLICY ANALYSIS IN ECUADOR Findings and Recommendations

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Bruselas, noviembre 2011



Ecuador



Area: 272.045 km²

Population: 14'483.500

Ecuador: Strategy of “Buen Vivir” (“Good Living”)

- GDP: \$ 57.978 millones
- GDP per capita: \$ 4.082
- Inflation: 5,5%
- Revenues: petroleum
- Dollar based economy
- (HDI): High, position 83 in the world (2011)
- Life expectancy: 75,7
- Analphabetism: 6,75%
- Years of study: 7,85

Ecuador: bio divers, ‘plurinational’ and intercultural

Juridical Reform:

- Constitution of Ecuador (2008),
- National development Plan for “Good living” (2009-2013),
- Decennial Plan of Education (2006-2015),
- Organic law of Intercultural Education (2011)

Objectives of this study

Transition from primary to secondary education in Ecuador

- Detect the causes of drop-out in the transition from primary to secondary education
- Observe the changes in access to education, over a period of 10 years
- Propose recommendations towards educational policy making

STUDY SHEET

- Realization: 2010
- Coordination : UNESCO Office, Quito, Representative for Bolivia, Colombia, Ecuador y Venezuela.
- Support: VVOB Ecuador
- Researchers :Francisco Enríquez Bermeo and Carlos Crespo Burgos (VVOB Ecuador)
- International Research :
Department of Education and Learning from the Basic and Higher Education Sector
UNESCO Paris; this study also took place in Malawi, Nepal, Vietnam and Yemen.

Methodology

The study was based on the review of primary and secondary information

- **Quantitative :**

Official statistics of the Ministry of Education and other governmental institutions

- **Qualitative:**

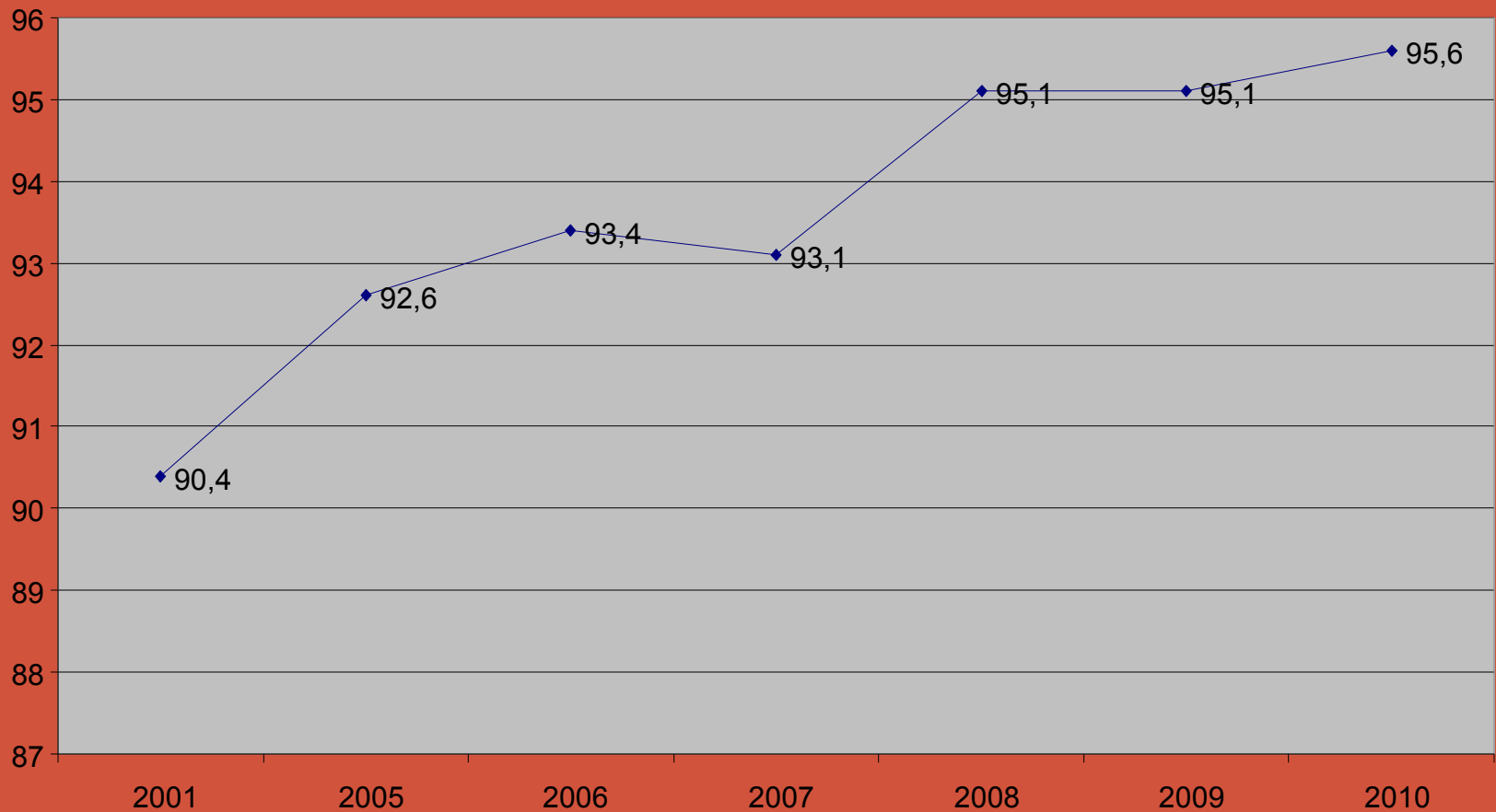
documents, interviews

Focus groups with participants from the educational and social sector

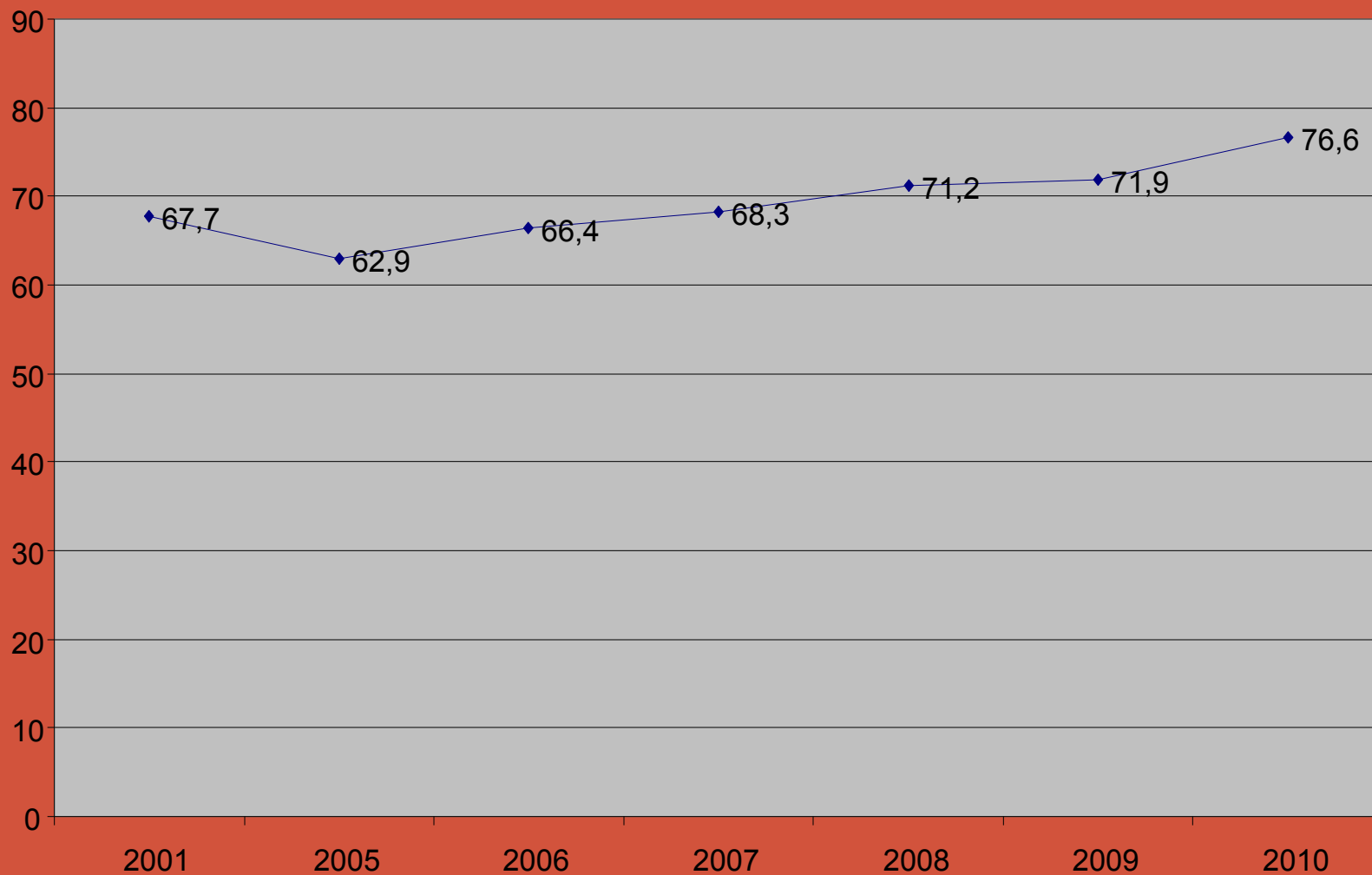
RESULTS:

Overview cohort 2001 - 2010

**Gross rate of Primary Enrolment
(population 6 - 11 years)
2001-2010**



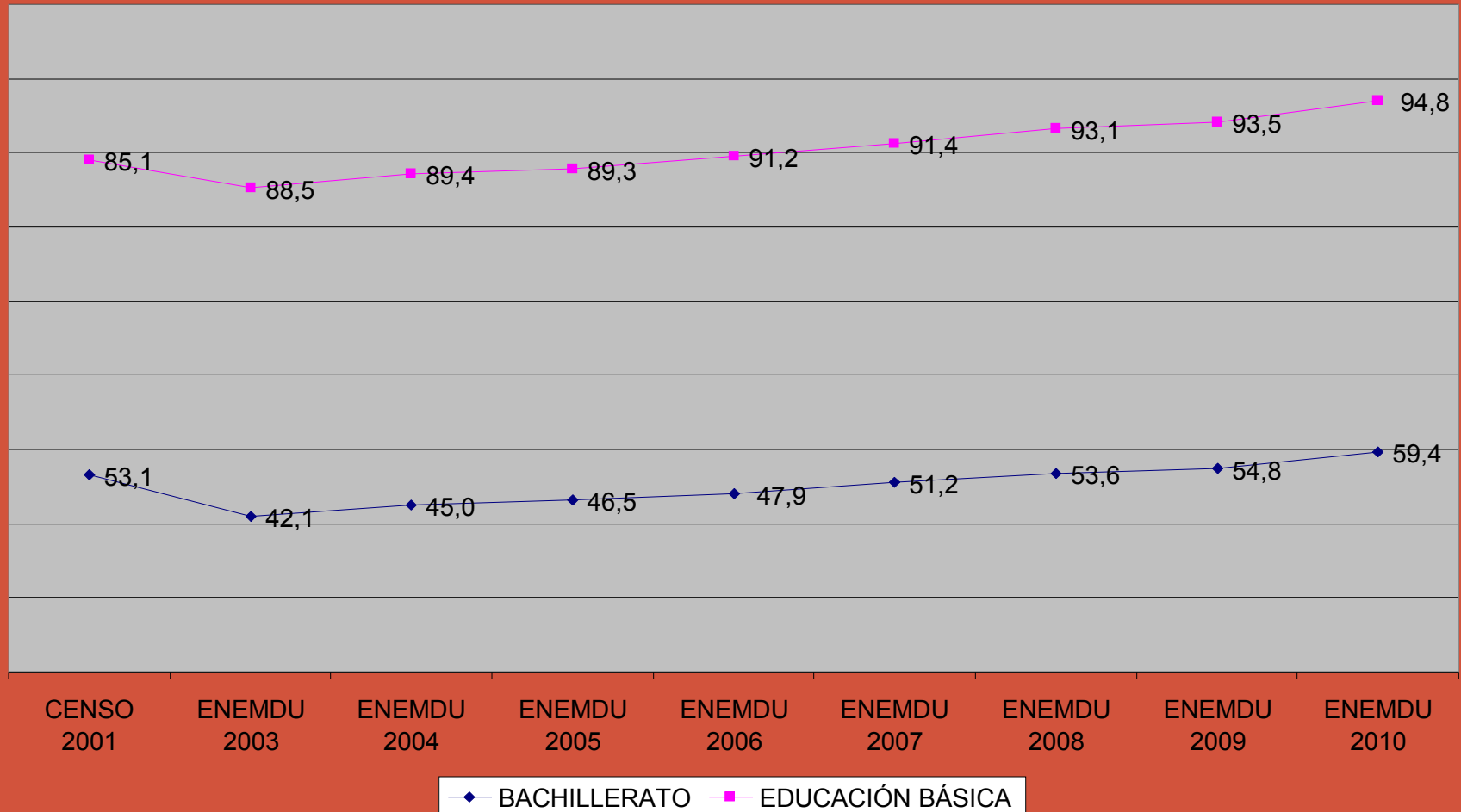
Gross rate of Enrolment in Secondary Education
(population 12-17 years)
2001-2010



Results

GROSS RATE of ENROLMENT IN EDUCATION

BASIC EDUCATION AND BACHILLERATO 2001-2009



Low percentages remain in 'basic education' (47%)

Problems continue in secondary education: When 100% of the students enroll in grade 1; only 57 % of these students will complete school without repeating or dropping-out.

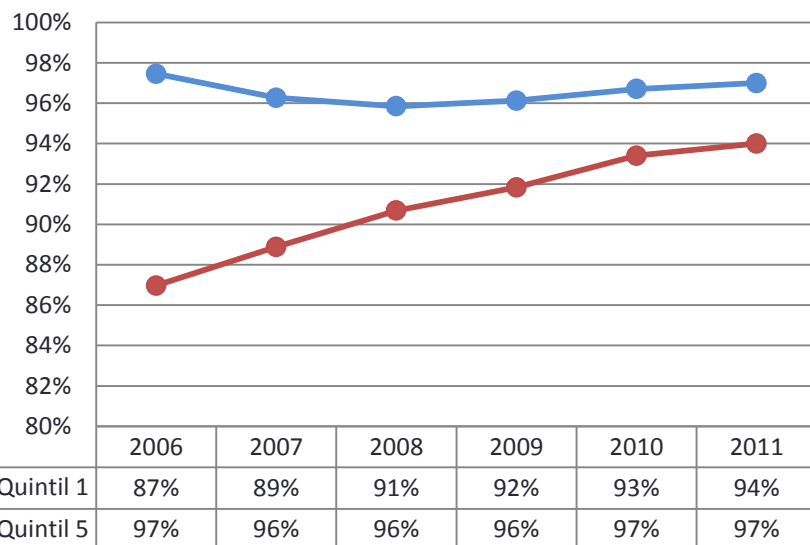
Decreasing gap between Q1 - Q5 EGB

**Gap between Quintiles 1 and 5 of Gross attendance rate in Basic Education
2005-2010**



Evolution in equity (2012)

Gross attendance rate Basic Education



BRECHA Quintil 1 y 5

10%

7%

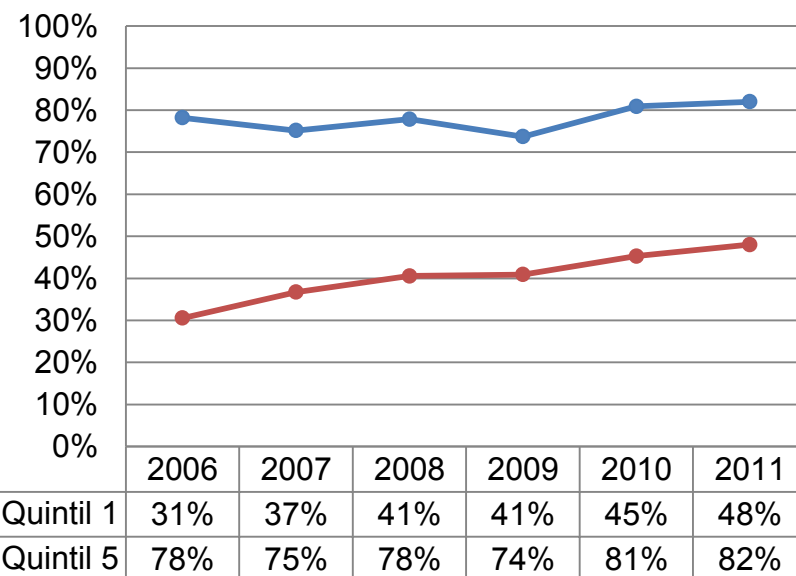
5%

4%

3%

3%

Gross attendance rate Bachillerato



BRECHA Quintil 1 y 5

48%

38%

37%

33%

36%

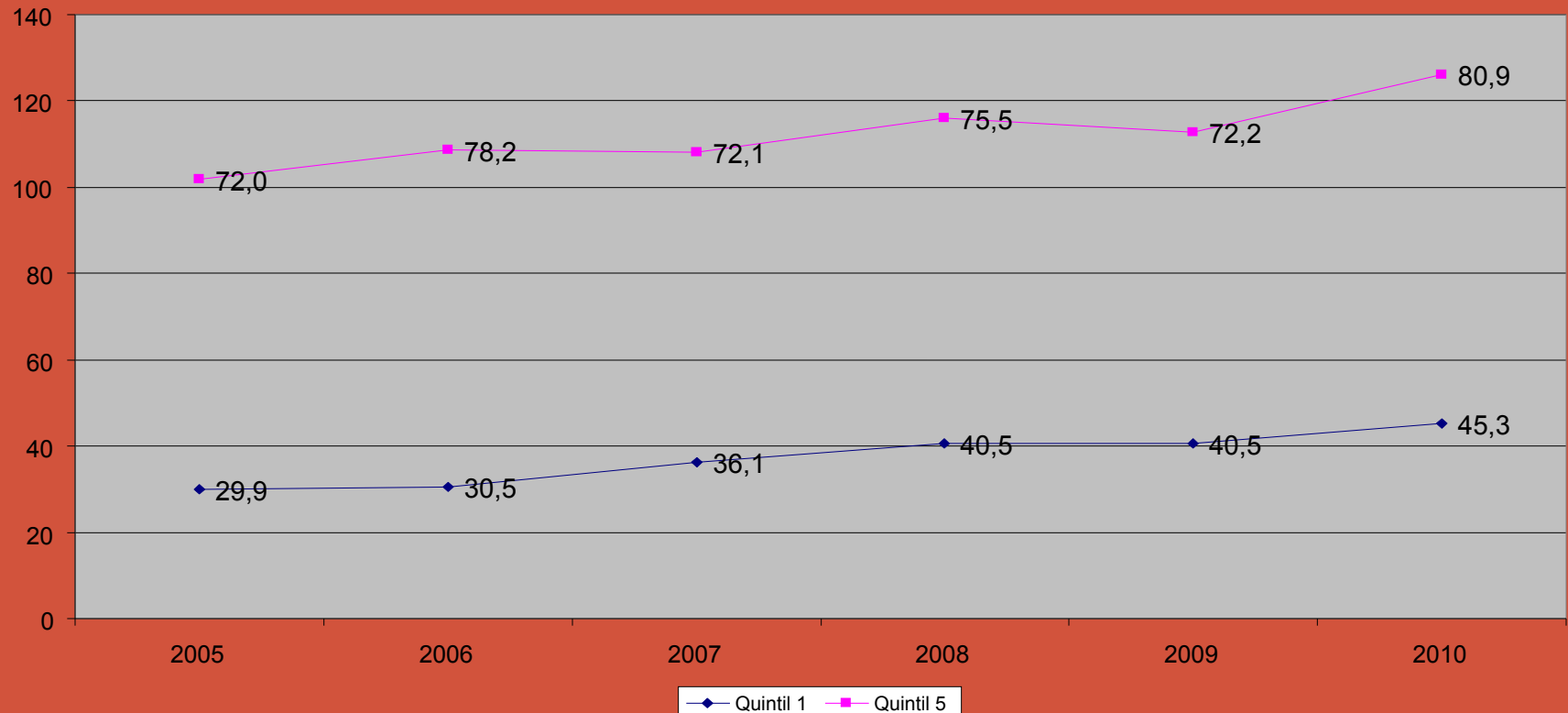
34%

Fuente: INEC, ENEMDU

Gap between Q1-Q5 in Bachillerato

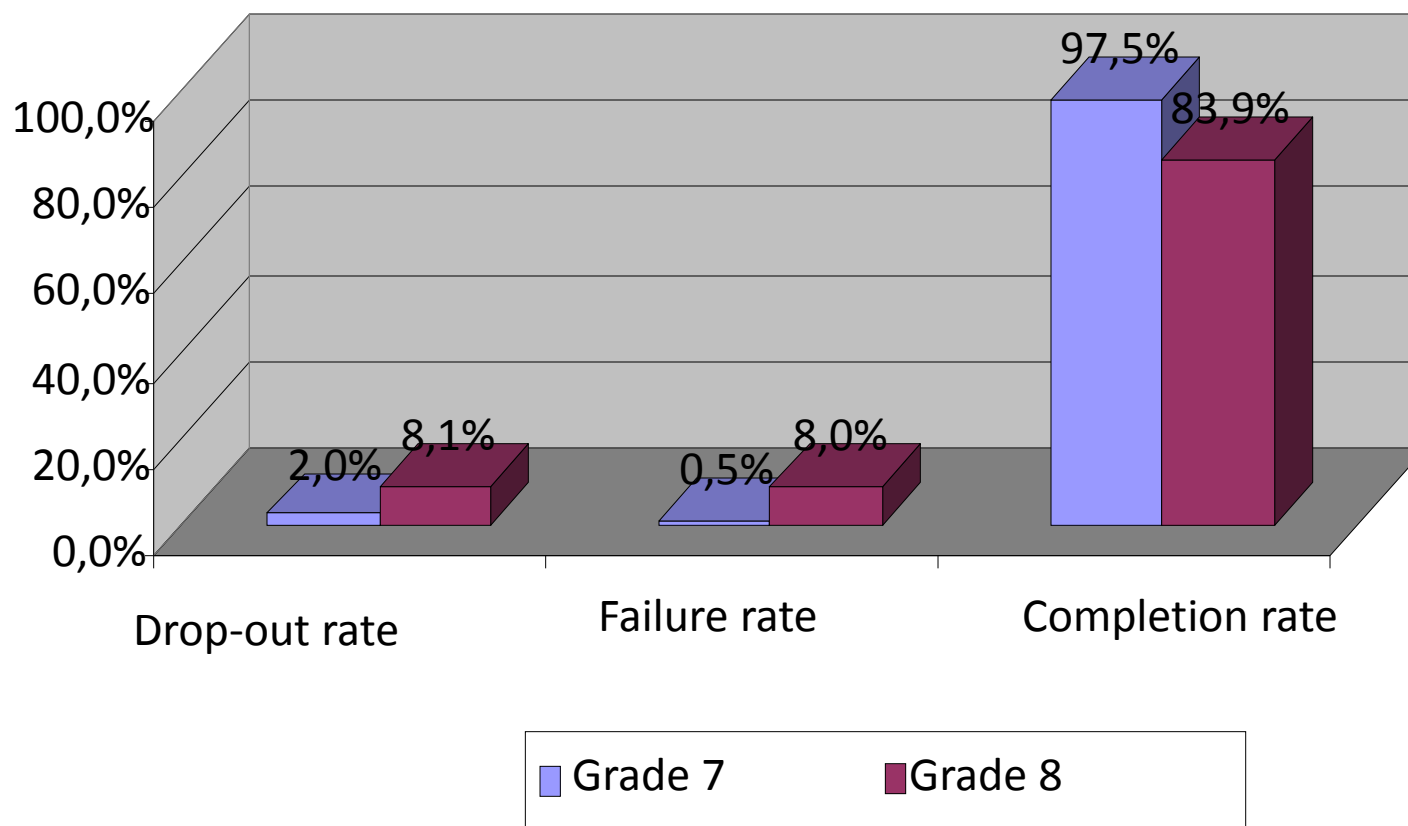
Gap between Quintiles 1 and 5 of the gross attendance rate Bachillerato

2005-2010



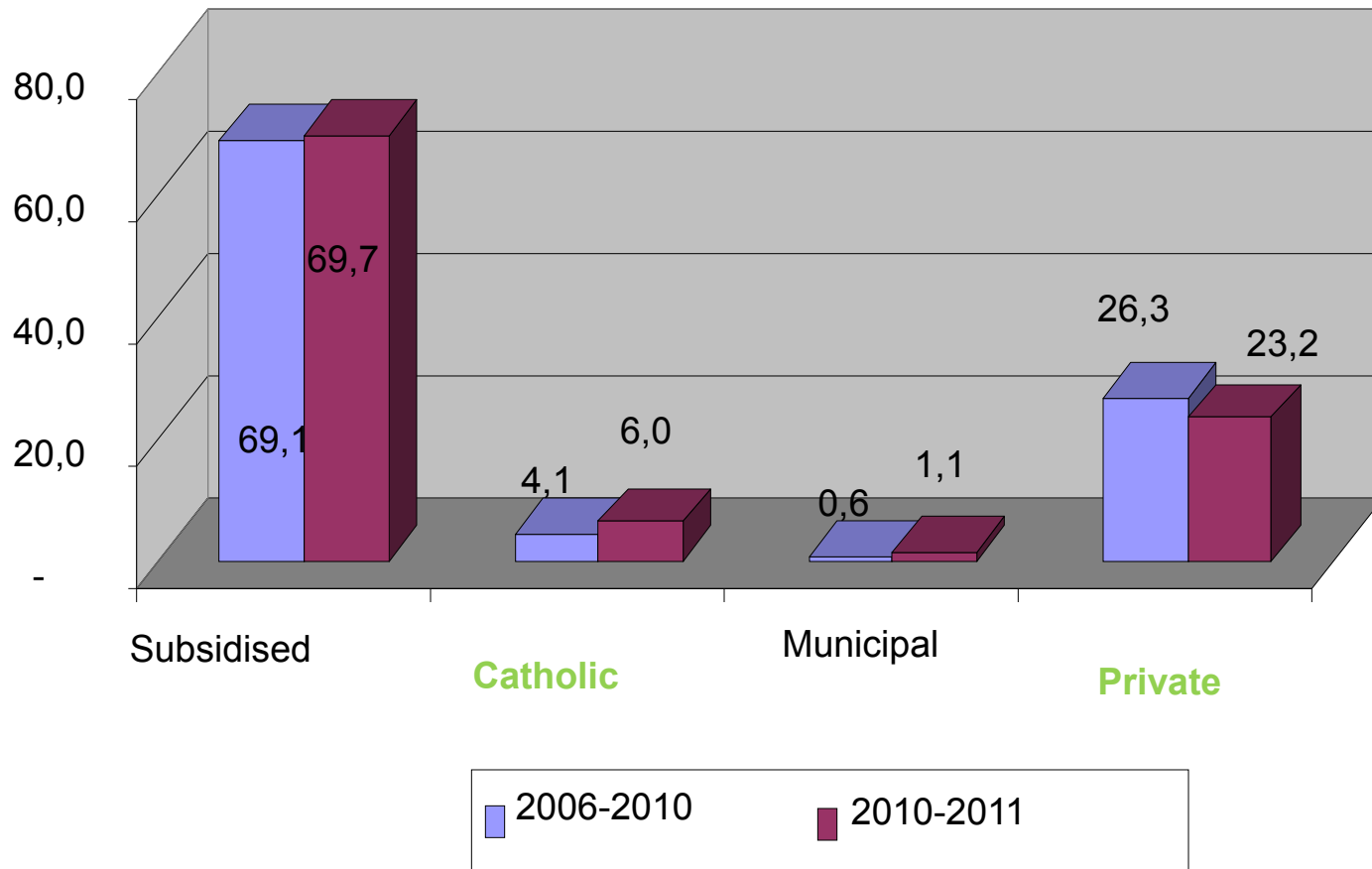
School drop-outs in transitions from grade 7 to 8

**Transition grade 7 to grade 8 of Primary Education
2009-2010 (percentages)**



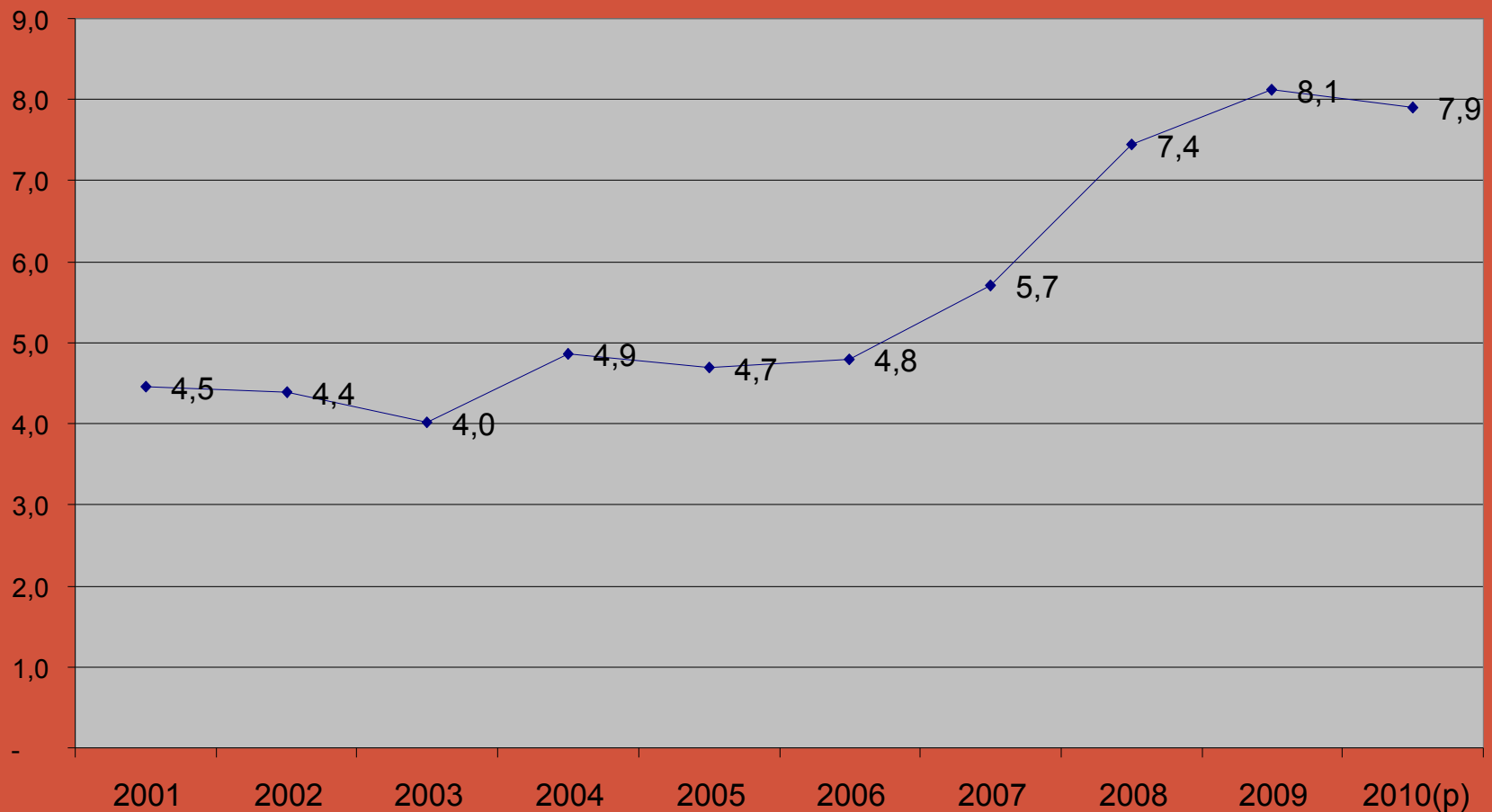
Growth of Official Education (State)

Improvement of the official education sector 2006-2010



Growing Social investments

Relation Social investment/ GDP
Years 2001-2010

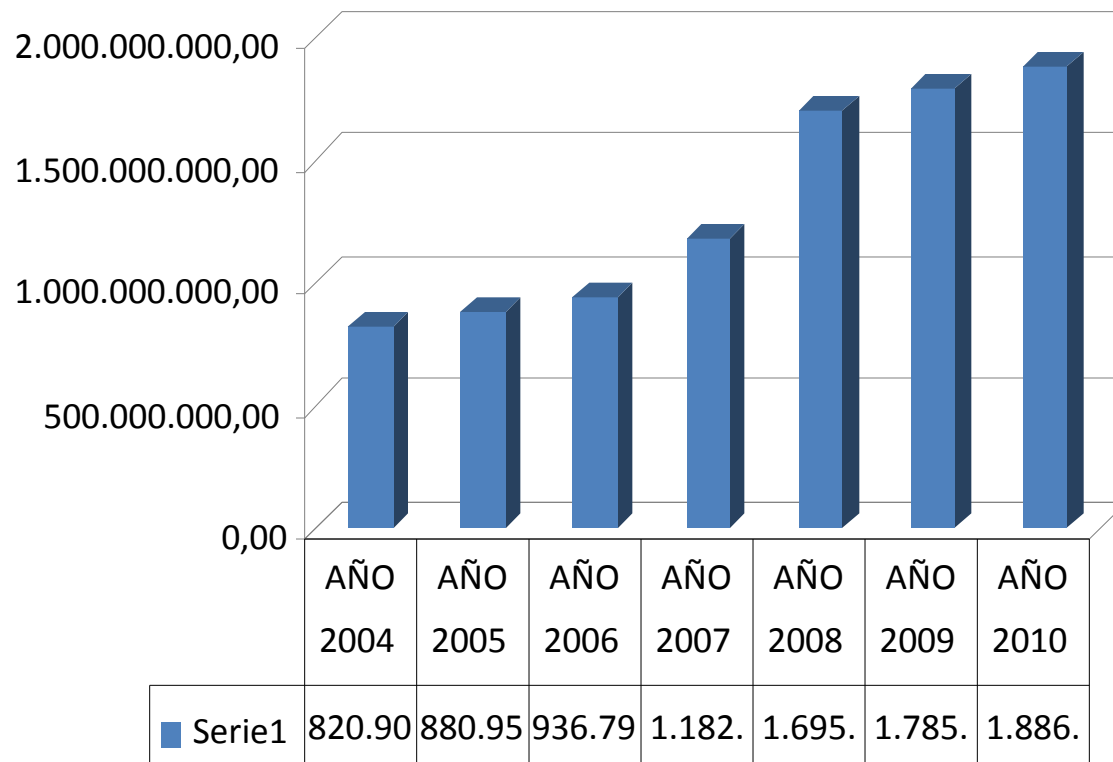


Investments in education doubled between 2004 and 2010

Education Budget (only resources)

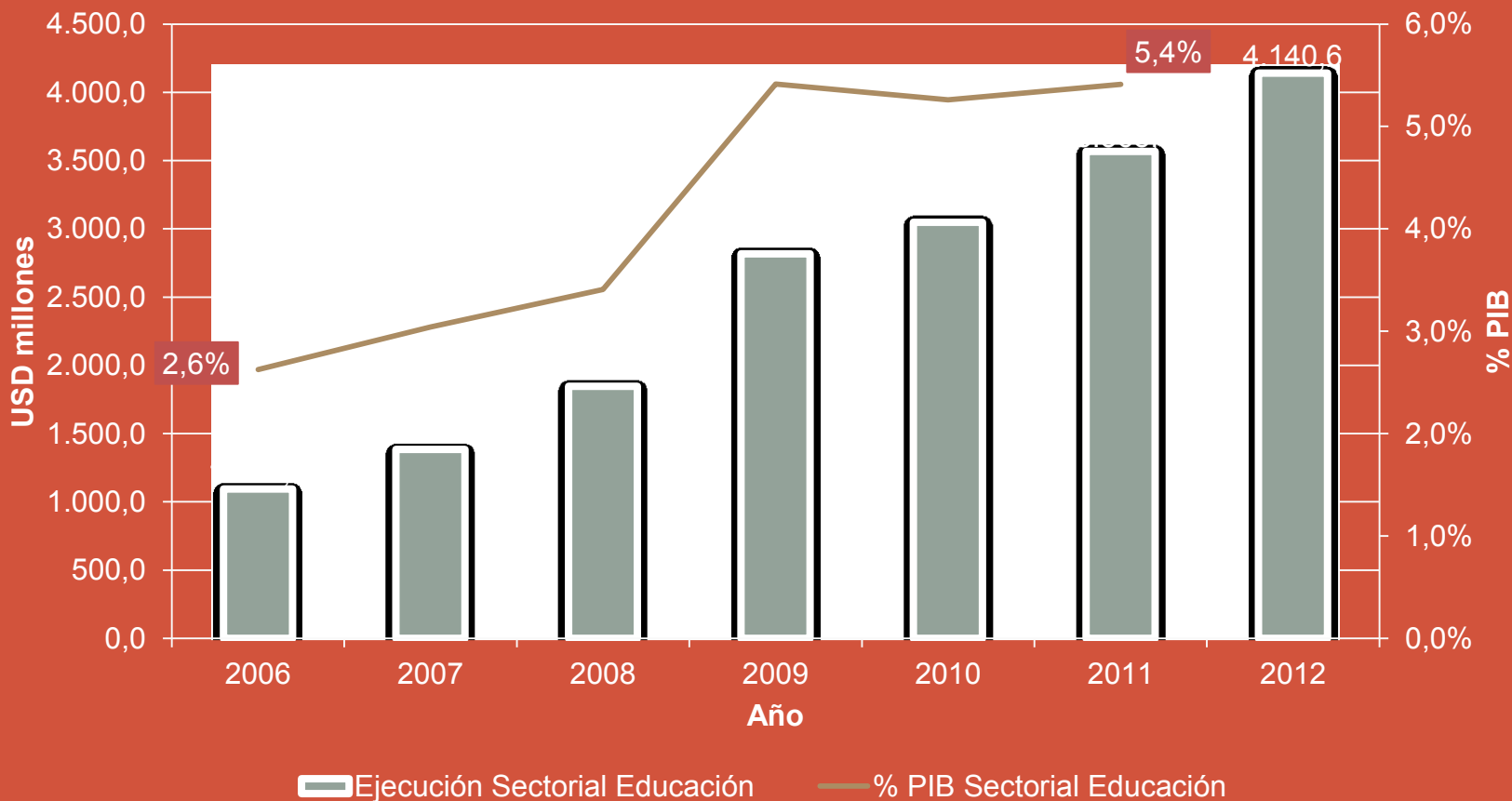
ALL KINDS OF EXPENSES

(in millones \$)



Operational budget: Education Sector (2012)

Ministerios de Educación, Cultura, Deporte, Talento Humano,
SENESCYT, Universidades

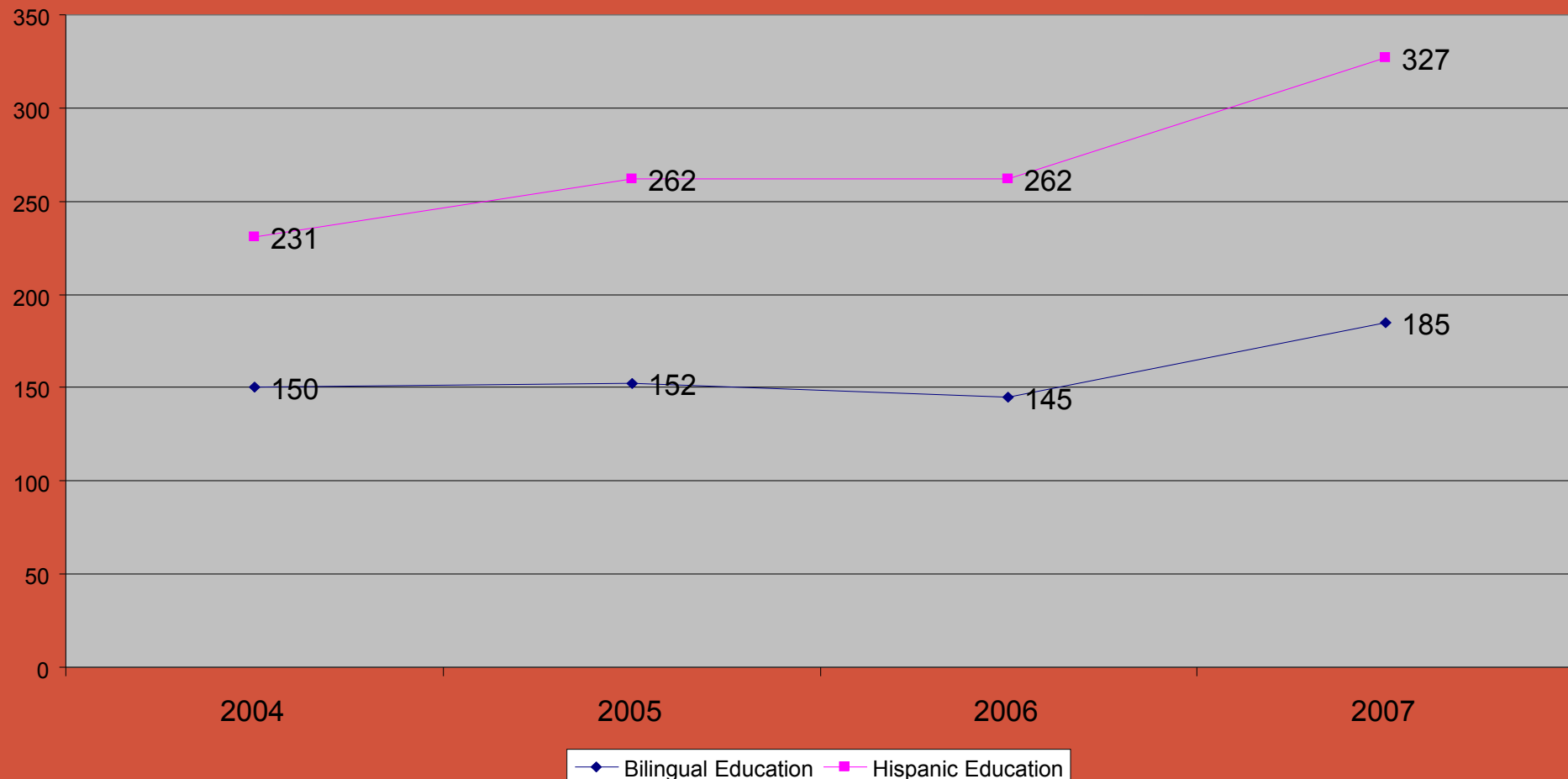


Fuente: Serie del PIB - Banco Central del Ecuador; e-SIGEF, Ministerio de Finanzas

Nota: Año 2012 corresponde a presupuesto inicial

Historical: inequalities in the allocation of resources by ethical groups

Basic Education per capita in the different sub-systems of Education (2004-2007)
(in US \$)



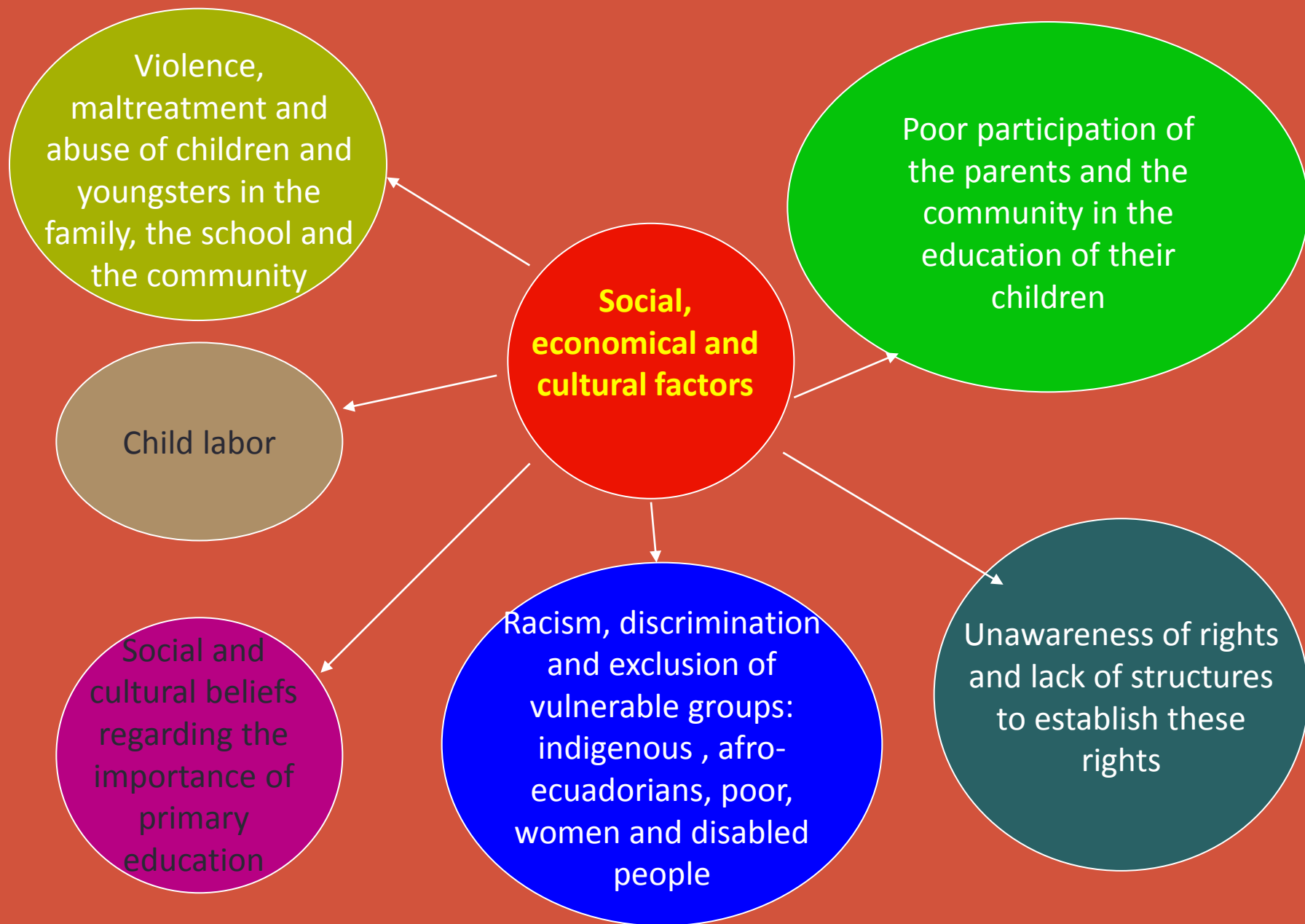
CAUSES OF EDUCATIONAL EXCLUSION

Social, economical
and cultural factors

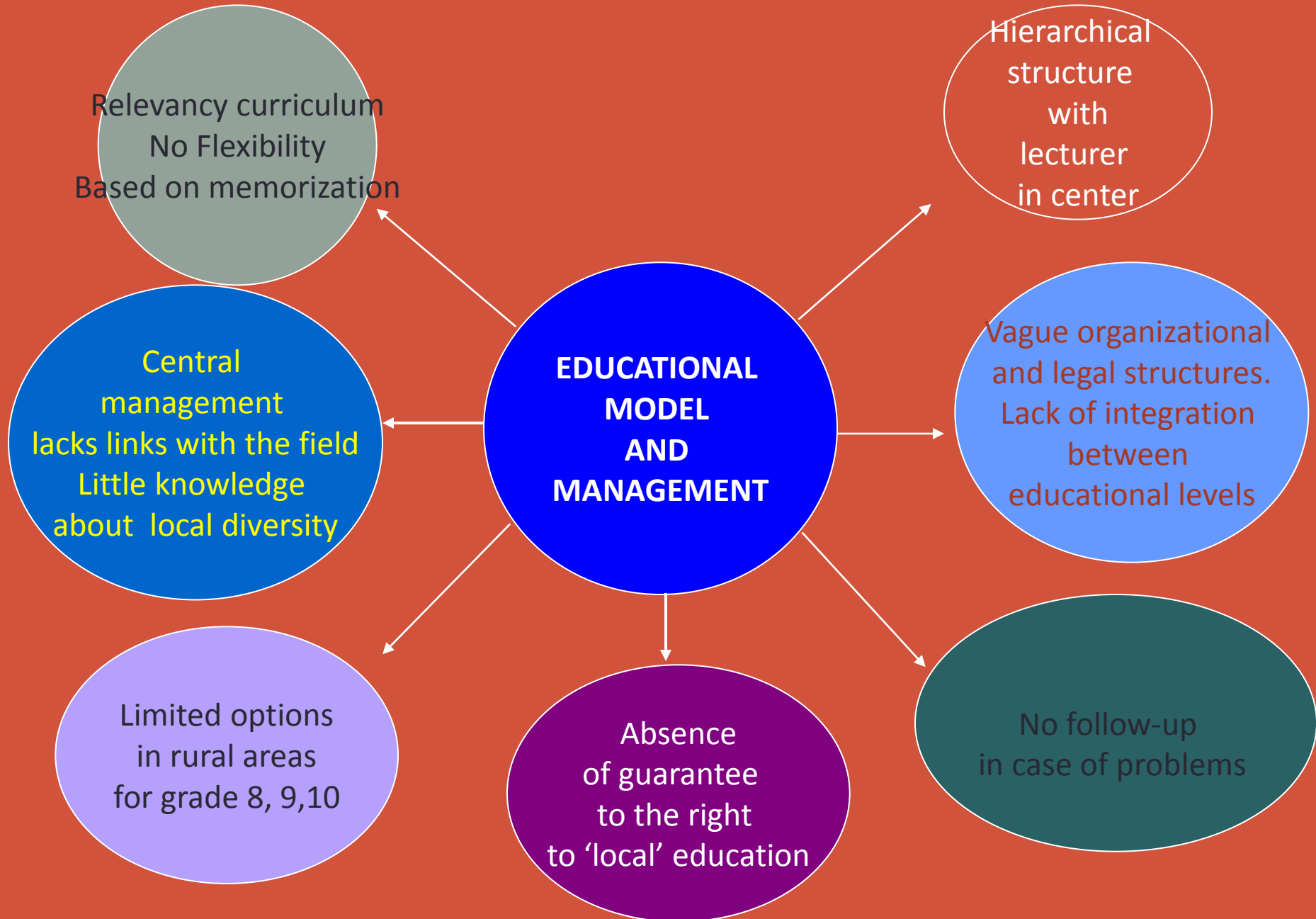
Educational model
and management

Lecturers

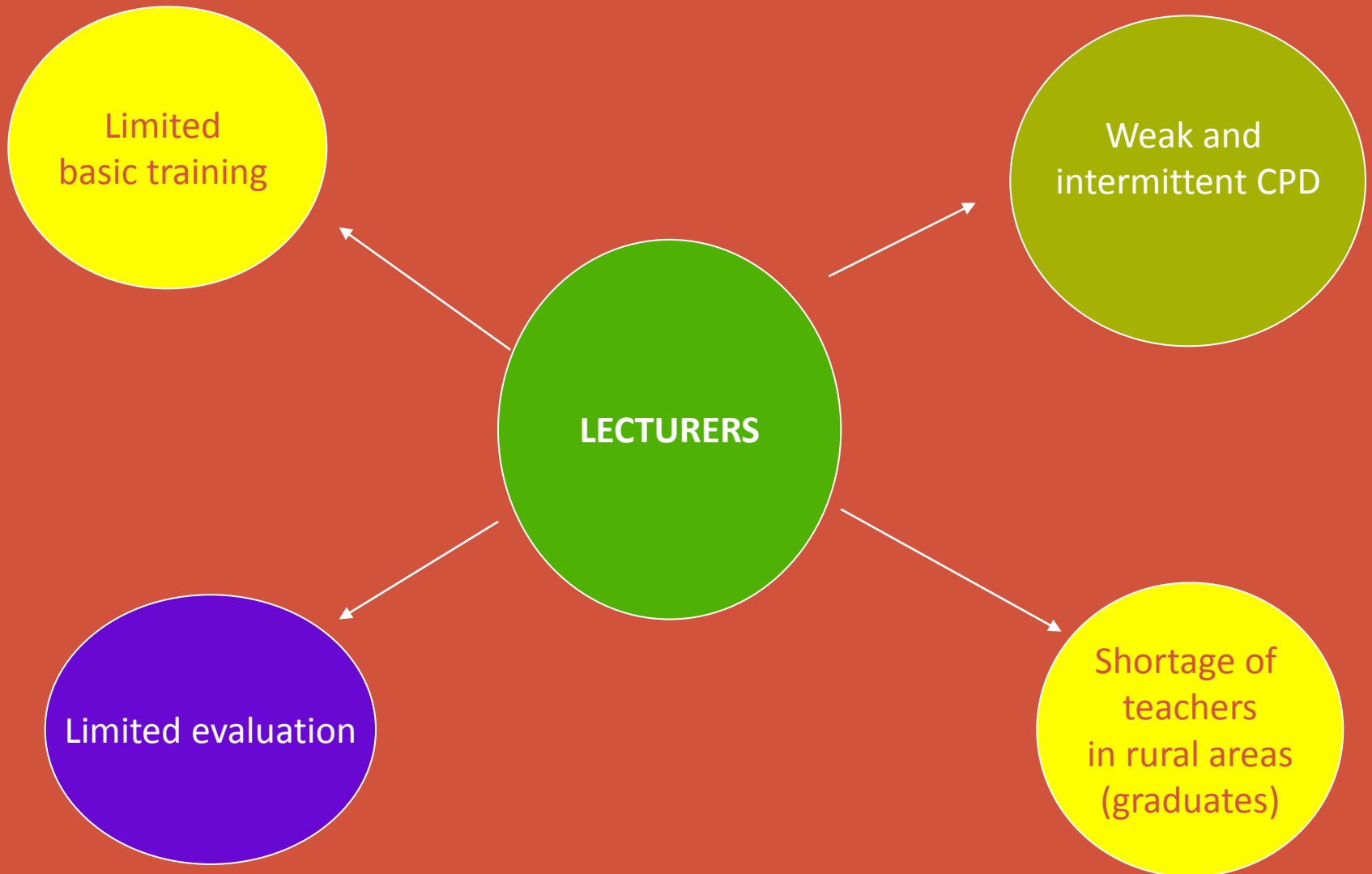




CAUSES OF EDUCATIONAL EXCLUSION



Elements that cause exclusion from education



Conclusions: advances and challenges

- Universal access to primary education is a fact.
- We are close to universalization of primary education.
- Missing for universalization of secondary education: 24%
- Missing for universalization of graduates: 40%
- Access is a success, the problem still lies in improving the efficiency of education.
- There is still a lot of work to do in terms of quality of education, in terms of what the country expects from education.
- According to CEPAL: even with a graduate, it is not possible to escape poverty in Latin America.

Conclusions (historical): prevailing inequalities

- There are prevailing gaps between 'quintiles' 1 and 5
- Less resources are dedicated, hence less quality towards indigenous groups (including afro-ecuatorianos and montubios) and rural groups
- Racism, discrimination, sexism and physical/psychological violence continues towards these groups, especially towards girls/women.

Conclusions: challenges

- Principal cause of retention is economical (transition from 7th to 8th of primary to secondary).
- Children and adolescents are included in the labor market to generate resources for their families.
- Lack of opportunities and spaces (cultural, social and sports), conditions to decrease youth delinquency and violence.

Perceptions (social actors):

(transition 7mo – 8vo)

- Cultural reasons: prevailing popular image 'primary education is sufficient for life'.
- Formal modality: rigid and inflexible. Hinders to continue studies (e.g. as workers).
- New modalities are needed: towards re-insertion at the one hand and towards opportunities for training.

Complementary programmes: valuable results

- **Policies of
universalisation**

(non focalization) of
primary education

- **Complementary
programmes**

- **Free programmes:**

School alimentation, school
books, uniforms and
elimination of economical
barriers towards access
(family quotas).

Recommendations

- **Enlarge education offer** towards 8th, 9th and 10th of primary education, especially in rural areas that are far and difficult to reach.
- **Enlarge coverage and frequency** of universal and complementary education programmes of social protection that have been motivating school access.
- **Diversify modalities** for the group of 14 to 21 years old, that enables them to re-enter the education system while they are working.

Recommendations

- **Reinforce evaluation processes**, not only for lecturers, but at all levels.
- **Work on inclusive education**, adapting the school to diversity and not excluding what is different.
- Create extra curricular cultural, social and sport opportunities in neighbourhoods, communities for the time they are not attending school.

Recommendations

Sustain the increase of positive investment in social policies and in education.

Link these resources with the regular income of the State, but also with the extra and/or eventual incomes related to the petrol price.

Ensure finances, even in periods of economic recession, so that programmes can continue.

Concretize the finance for education and social programmes that is foreseen in the actual constitution: 6% and 4% of the GNP for education and health.

Recommendations

- Articulate co-management between Ministry of Education, autonomous section governments and civil society so that national contents are enriched by the local and hence, enable development.
- Finally, radical changes of the education system are required : change of cultural sources of violence, racism, absence and low participation of parents in the education of their children.
- Stimulate school practices that are based on inter-learning (exchange), dialogue, horizontality, tolerance and peaceful resolution of controversies and conflicts.

