STUDY ABOUT THE TRANSITION OF PRIMARY TO SECONDARY EDUCATION:

A POLICY ANALYSIS IN ECUADOR

Findings and Recommendations

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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),
– 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

<table>
<thead>
<tr>
<th>Quantitative</th>
<th>Qualitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Official statistics of the Ministry of Education and other governmental institutions</td>
<td>Focus groups with participants from the educational and social sector</td>
</tr>
<tr>
<td>Qualitative documents, interviews</td>
<td>Qualitative: documents, interviews</td>
</tr>
</tbody>
</table>

- Quantitative:
  - Official statistics of the Ministry of Education and other governmental institutions

- Qualitative:
  - 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

<table>
<thead>
<tr>
<th>Year</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>90.4</td>
</tr>
<tr>
<td>2005</td>
<td>92.6</td>
</tr>
<tr>
<td>2006</td>
<td>93.4</td>
</tr>
<tr>
<td>2007</td>
<td>93.1</td>
</tr>
<tr>
<td>2008</td>
<td>95.1</td>
</tr>
<tr>
<td>2009</td>
<td>95.1</td>
</tr>
<tr>
<td>2010</td>
<td>95.6</td>
</tr>
</tbody>
</table>
Gross rate of Enrolment in Secondary Education
(population 12-17 years)
2001-2010

2001: 67.7
2005: 62.9
2006: 66.4
2007: 68.3
2008: 71.2
2009: 71.9
2010: 76.6
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**

<table>
<thead>
<tr>
<th>Year</th>
<th>Quintil 1</th>
<th>Quintil 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>87%</td>
<td>97%</td>
</tr>
<tr>
<td>2007</td>
<td>89%</td>
<td>96%</td>
</tr>
<tr>
<td>2008</td>
<td>91%</td>
<td>96%</td>
</tr>
<tr>
<td>2009</td>
<td>92%</td>
<td>96%</td>
</tr>
<tr>
<td>2010</td>
<td>93%</td>
<td>97%</td>
</tr>
<tr>
<td>2011</td>
<td>94%</td>
<td>97%</td>
</tr>
</tbody>
</table>

**Bachillerato**

<table>
<thead>
<tr>
<th>Year</th>
<th>Quintil 1</th>
<th>Quintil 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>31%</td>
<td>78%</td>
</tr>
<tr>
<td>2007</td>
<td>37%</td>
<td>75%</td>
</tr>
<tr>
<td>2008</td>
<td>41%</td>
<td>78%</td>
</tr>
<tr>
<td>2009</td>
<td>41%</td>
<td>74%</td>
</tr>
<tr>
<td>2010</td>
<td>45%</td>
<td>81%</td>
</tr>
<tr>
<td>2011</td>
<td>48%</td>
<td>82%</td>
</tr>
</tbody>
</table>

**BRECHA Quintil 1 y 5**

- 10% 7% 5% 4% 3% 3%

**BRECHA**

- 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

- Quintil 1
- Quintil 5

<table>
<thead>
<tr>
<th>Year</th>
<th>Quintil 1</th>
<th>Quintil 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>29,9</td>
<td>72,0</td>
</tr>
<tr>
<td>2006</td>
<td>30,5</td>
<td>78,2</td>
</tr>
<tr>
<td>2007</td>
<td>36,1</td>
<td>72,1</td>
</tr>
<tr>
<td>2008</td>
<td>40,5</td>
<td>75,5</td>
</tr>
<tr>
<td>2009</td>
<td>40,5</td>
<td>72,2</td>
</tr>
<tr>
<td>2010</td>
<td>45,3</td>
<td>80,9</td>
</tr>
</tbody>
</table>
School drop-outs in transitions from grade 7 to 8

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

- **Drop-out rate**
  - Grade 7: 2.0%
  - Grade 8: 8.1%

- **Failure rate**
  - Grade 7: 0.5%
  - Grade 8: 8.0%

- **Completion rate**
  - Grade 7: 97.5%
  - Grade 8: 83.9%
Improvement of the official education sector
2006-2010

<table>
<thead>
<tr>
<th>Category</th>
<th>2006-2010</th>
<th>2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subsidised</td>
<td>69.1</td>
<td>69.7</td>
</tr>
<tr>
<td>Catholic</td>
<td>4.1</td>
<td>6.0</td>
</tr>
<tr>
<td>Municipal</td>
<td>0.6</td>
<td>1.1</td>
</tr>
<tr>
<td>Private</td>
<td>26.3</td>
<td>23.2</td>
</tr>
</tbody>
</table>
Growing Social investments

Relation Social investment/ GDP
Years 2001-2010

- 2001: 4.5
- 2002: 4.4
- 2003: 4.0
- 2004: 4.9
- 2005: 4.7
- 2006: 4.8
- 2007: 5.7
- 2008: 7.4
- 2009: 8.1
- 2010 (projected): 7.9
Investments in education doubled between 2004 and 2010.

**Education Budget (only resources)**

*ALL KINDS OF EXPENSES*

(in millones $)

<table>
<thead>
<tr>
<th>AÑO</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serie1</td>
<td>820.90</td>
<td>880.95</td>
<td>936.79</td>
<td>1.182</td>
<td>1.695</td>
<td>1.785</td>
<td>1.886</td>
</tr>
</tbody>
</table>
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
Notas: Año 2012 corresponde a presupuesto inicial
Historical: inequalities in the allocation of resources by ethical groups


- Bilingual Education
- Hispanic Education
CAUSES OF EDUCATIONAL EXCLUSION

Social, economical and cultural factors

Educational model and management

Lecturers
Violence, maltreatment and abuse of children and youngsters in the family, the school and the community

Child labor

Social, economical and cultural factors

Racism, discrimination and exclusion of vulnerable groups: indigenous, afro-ecuadorians, poor, women and disabled people

Unawareness of rights and lack of structures to establish these rights

Poor participation of the parents and the community in the education of their children

Social and cultural beliefs regarding the importance of primary education
CAUSES OF EDUCATIONAL EXCLUSION

EDUCATIONAL MODEL AND MANAGEMENT

- Relevancy curriculum
  - No Flexibility
  - Based on memorization
- Central management lacks links with the field
  - Little knowledge about local diversity
- Limited options in rural areas for grade 8, 9, 10
- Absence of guarantee to the right to ‘local’ education
- Vague organizational and legal structures. Lack of integration between educational levels
- No follow-up in case of problems
- Hierarchical structure with lecturer in center

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Little knowledge about local diversity
Limited options in rural areas for grade 8, 9, 10
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Vague organizational and legal structures. Lack of integration between educational levels
No follow-up in case of problems
Hierarchical structure with lecturer in center
Elements that cause exclusion from education

- Limited basic training
- Weak and intermittent CPD
- Limited evaluation
- Shortage of teachers in rural areas (graduates)
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.
- Ensure finances, even in periods of economic recession, so that programmes can continue.
- Link these resources with the regular income of the State, but also with the extra and/or eventual incomes related to the petrol price.
- 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.