

Ecuador

National Higher Education Equity Policy

Governance

The Secretary of Higher Education, Science, Technology and Innovation (SENESCYT) is responsible for higher education public policy.

The Council of Higher Education is the body responsible for the planning, regulation and coordination of the higher education system. It also manages the relationship between governmental actors and Ecuadorian civil society.

Higher Education Policy Documents

- Organic Law Reform to LOES August 02 of 2018 (LOES2018)
- National Development Plan 2017-2021 (PND)
- National Plan for the Strengthening and Revaluation of Technical and Technological Training
- *Educational Goals 2021 (The education we want for the bicentennial generation)* OEI 2010

Equity Policy Documents

What broad and specific equity objectives do the policy documents identify?

- Guarantee the right to quality higher education that fosters excellence, intercultural exchange, universal access, retention, mobility and graduation without any discrimination and free of charge in the public sector up to the third level.
- The principles of the higher education system are universality, equity, progressivity, interculturality, solidarity and non-discrimination.
- The higher education system must guarantee the necessary facilities and conditions for people with disabilities.
- The higher education system promotes the use of ancestral languages and cultural expressions of the indigenous, Afro-Ecuadorian and Montubio population.

- Increase the net enrollment rate in higher education of people who self-identify as indigenous, Afro-Ecuadorian or Montubio) by 2021.
- Provide special support to ethnic minorities, indigenous and Afro-descendant populations, students and students who live in marginal urban areas and rural areas, to achieve equality in education.

The following equity target groups are identified in the policy documents

- Low income students
- Gender groups
- Indigenous students
- Students in isolated areas
- Students with disabilities
- Returned or deported migrants
- Women victims of violence
- Young single mothers

Does the country have concrete targets for the participation of specific equity groups?

- Increase the net enrollment rate of people with the ethnic self-identification of indigenous, Afro-Ecuadorian or Montubio in higher education institutions by 2021. Indicator: the number of people according who self-identify as indigenous, Afro-Ecuadorian or Montubio who are enrolled in higher education
- Percentage of students from ethnic minorities, indigenous populations and Afro-descendants who study professional technical education (ETP) or go to university. Achievement level: the number of students of ethnic minorities, native and Afro-descendant populations who access the ETP increase by 2% per year, and those who enter the university by 1%.

Is there a standalone policy document dedicated to equity promotion in higher education?

- Ecuador does not have a standalone higher education equity policy document.

Ecuador has a number of specific anti-discrimination provisions embedded in the following pieces of legislation:

- Organic Law of the National Councils for Equality. July 3, 2014 Gender; Intergenerational; of peoples and nationalities; of disabilities; of human mobility
- Legal Norms on Disability in Ecuador

The Government of Ecuador uses a series of financial and non-monetary instruments to promote equity.

Financial Policy Instruments

- The Government provides free tuition in public higher education institutions.
- Higher education institutions provide full scholarship programs, or their equivalent in financial aid, to at least 10% of students, at any of the levels of higher education training.
- Total or partial scholarships are granted by the government to individuals in vulnerable conditions.
- Student Loans: offer reimbursable economic resources in preferential conditions (rate, grace period and term).

Non-Monetary Policy Instruments

- The admissions system adopts affirmative action measures that promote equity for students who are in situations of inequality or vulnerability.
- Private and Public higher education institutions must have career-leveling processes for students who started with academic disadvantages.
- The higher education institutions have an administrative welfare unit to:
 - promote the rights of the different levels of the academic community,
 - develop vocational and professional guidance processes,
 - grant loans, incentives, financial aid and scholarships,

- generate projects and programs to meet the special educational needs of the population that requires them, such as persons with disabilities,
- generate projects and programs to promote the integration of historically excluded and discriminated populations,
- promote intercultural coexistence,
- implement spaces for childcare and well-being for children of students.

Financial Resources

Public spending on higher education as a percentage of GDP in 2015 was 1.62%

What financial resources does the country have to promote equity strategies and policies?

For this same year, spending on higher education by type of expenditure was: wages: 66.30% goods and services: 32.36 and scholarships and subsidies: 1.35%

Quality Assurance

The Council for the Evaluation, Accreditation and Quality Assurance of Higher Education (CEAACES) is in charge of the quality assurance process. The quality assurance criteria take the following equity elements into consideration:

- Existing policies on affirmative action: The HEI applies effective policies and regulations that guarantee equal opportunities in access, retention, mobility and graduation, based on gender, creed, sexual orientation, ethnicity, political preference, socioeconomic status and disability.
- Whether the HEIs have clear policies and procedures for leveling and admissions to their programs, which are effective and evaluated periodically in order to contribute to the adequate selection of students and their performance in the institution.

Monitoring and Evaluation

Who is responsible for monitoring the impact of equity promotion measures?

- SENESCYT is responsible for guaranteeing the effective fulfillment of free tuition public higher education. It is also in charge of the design and implementation of the government scholarship policy for higher education.

What instruments, methods and data are in place to carry out the monitoring and evaluation activities?

- The National Council for Equality will establish, monitor and evaluate the affirmative action policies. It will develop indicators and other monitoring tools that allow evaluating the progress made in achieving their equality objectives.

Dedicated Equity Promotion Agency

Although it is not an education agency created to promote equity policy in higher education, the National Council for Equality fulfill some of the functions that an agency of this nature would have. The Council has the following objectives:

- To promote, protect and guarantee respect for the right to equality and non-discrimination of individuals, communities, nationalities and collectives,
- To participate in the formulation and evaluation of public policies in favor of gender, ethnic, generational, intercultural and disability equity.

Key Equity Indicators

Net Enrollment Rate
By Gender, Income Quintiles and Area

YEAR	Total	Gender		Quintiles of Income					Area	
		Female	Male	1	2	3	4	5	Rural	Urban
2012	31.0	36.9	25.7	15.8	21.8	26.9	33.7	53.5	15.1	38.1
2013	28.5	30.1	27.1	14.6	17.0	22.9	30.7	56.1	14.4	34.7
2014	23.2	26.1	20.2	12.3	15.8	19.5	25.2	42.5	11.2	28.4
2015	25.1	26.5	23.7	10.7	15.5	20.3	31.0	47.7	10.3	31.4
2016	25.7	28.1	23.3	14.0	17.8	22.5	27.1	52.2	11.1	31.8

Source: SEDLAC (CEDLAS and The World Bank) Mayo 2018

Sources

<http://www.cedlas.econo.unlp.ed.ar/wp/en/estadisticas/sedlac/estadisticas/>

<https://www.educacionsuperior.gob.ec/>

<http://www.redindices.org/indicadores-por-pais>

<http://programasbecas.educacionsuperior.gob.ec/becas-senescyt-tercer-nivel-2018>

Ley Orgánica Reformatoria a Loes Agosto 02 de 2018 – (Loes2018)

Plan de Desarrollo 2017-2021 (PND)

Plan Nacional de Fortalecimiento y Revalorización de la Formación Técnica y Tecnológica

Metas Educativas 2021 (La Educación que queremos para la generación de los bicentenarios) OEI 2010

Ley orgánica de los Consejos Nacionales para la Igualdad

<https://www.consejodiscapacidades.gob.ec/wp-content/uploads/downloads/2014/08/Libro-Normas-Jur%C3%ADdicas-en-Discapacidad-Ecuador>