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# Erasmus+ National Policy Reviews 2024 Ecuador

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## Ecuador

### Contributor

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This national policy review provides a detailed analysis of Ecuador's educational policies and their alignment with the Erasmus+ programme. It offers official, first-hand information into the country's engagement with Erasmus+ from 2021 to 2024, highlighting opportunities for improvement and identifying strategies to enhance integration and outcomes. Prepared and submitted by the Erasmus+ National Focal Point, this review contributes to ongoing efforts to strengthen international cooperation and to maximise the benefits of the Erasmus+ programme in Ecuador.

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## Reviews of policies, initiatives, projects, and/or stakeholders

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### Mobile Institutes

The Institutos Móviles project was initiated to strengthen technical and technological higher education and implement the Public Policy for Social Rehabilitation 2022-2025, in which SENESCYT participates. The project's objective is to offer online programmes for technical and technological careers to the Deprivation of Liberty Centre (CPL) to enable people deprived of liberty to be integrated into society and the labour market in the future.

This project is currently underway in six provinces: Guayas, Pichincha, Manabí, Azuay, Cotopaxi, and Chimborazo. Its target audience is those deprived of liberty within CPLs from these provinces. Initially, the project aims to provide online education that enhances confined citizens' knowledge, skills, and academic and social capabilities to aid their reintegration into society and the workforce.

The Institutos Móviles project is operationally executed through a robot designed to conduct classes in the six CPLs located in the provinces above. The online modality is employed for an accounting career programme with staff from selected Institutes specialising in the relevant knowledge area to achieve this.

The project anticipates improved coordination with the National Service of Integral Attention to Adults Deprived of Liberty and Adolescent Offenders (SNAI) as it presides over the Board of Directors of the Technical Body of the Public Policy of Social Rehabilitation 2021-2025. This ensures that the project is incorporated, aligned, and institutionalised within the Public Policy framework and holistically strengthens its core components and rehabilitation approaches.

### Nivel-Tec Programme, by Senescyt

The NIVEL-TEC programme was created to generate opportunities for young people to access higher technical and technological education by preparing and reviewing the content studied through the first-semester curriculum of the careers offered by public higher institutes and conservatories. The course takes over 14 weeks and consists of different careers taught in public higher institutes and Conservatories assigned to Senescyt.

To access the programme, applicants must complete the national registration for access to higher education. Once applicants have completed NIVEL-TEC, they can homologate the subjects approved in the course with those of the first level of the degree. In the 2023-II period, 50 Institutes participated in the Nivel-Tec programme.

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### Certificate Project, by Senescyt/ MDT and MIES

Based on the commitments and inter-institutional meetings carried out between the representatives of SENESCYT, MDT, and MIES, from March 2022 to the present, the corresponding actions have taken place for the implementation of the CERTIFICATEC project and the authorisation for the use of the platform to complete theoretical/practical tests virtually in the Comprehensive Child Development – DII profiles in a first stage, to develop a subsequent implementation with the rest of the profiles by work skills offered by the 54 IST recognised as OEC, assigned to this State Portfolio.

With this background, in this first phase, 12 public IST–OEC distributed nationwide have been considered to generate the CERTIFICATEC piloting process for the year 2023, whose beneficiaries were estimated to be a total of 1,000 educators, being this is one of the objectives of the signing of an Interinstitutional Cooperation Agreement SENESCYT – MDT – MIES this year.

For this purpose, considering the prioritisation of this proposal and the critical significance of its execution in society, it has been implemented through the Integrated Academic Management System - SIGA - SENESCYT platform. With the background presented, the results of the certifications for work competencies in the Comprehensive Child Development – DII profiles, executed from 20 September to 20 October 2023, are reported below.

Finally, out of 936 people who attended, 707 satisfactorily passed the theoretical and practical tests, representing 75.53. On 31 October 2023, the initial certification event for 70 beneficiaries was held at the IST City of Valencia, in which authorities from SENESCYT, MDT, and MIES participated.

Below is a link to technical reports, PPT, and photographic inputs of the certification:

<https://drive.google.com/drive/folders/1BwAEpoTKwCS3xj54SkXdxcdohZICnWh1?usp=sharing>

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## Legislative reforms and/or policies that have been put in place in the past three years or that are still being discussed

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### Reforms Regarding Access to Higher Education:

Using the regulatory reforms enacted on 7 July 2023, the Regulation for the National System of Levelling and Admission for Entry to Public Universities and Polytechnic Schools was promulgated through Agreement No. SENESCYT-SENESCYT-2023-0003-AC. The principal points of the reform are set forth below:

- Transfer the responsibility for access to public universities and polytechnic schools to the respective institutions themselves, empowering them to independently design, plan, and execute their admission procedures and timetables within the framework of their autonomy.
- Abolition of a centralised examination under the jurisdiction of a single governmental authority.
- SENESCYT will be entrusted with the task of implementing the admission process for technical and technological institutes, as well as public conservatories.
- Quota Policy: Public universities and polytechnic schools must ensure that between 5% and 10% of the available academic programme slots are exclusively directed towards groups that have historically experienced exclusion or discrimination, as defined by the Constitution.
- Monitoring and Oversight: SENESCYT will undertake the monitoring and oversight of the various stages of the admission process for each public institution of higher education to verify compliance with the regulations and ensure adherence to the principles of merit, equal opportunities, and the freedom of choice of field of study.

### Reforms Regarding Technical and Technological Education

Actions have been taken to reform the higher education system to address the need to organise and institutionalise technical and technological education. These measures aim to create an appropriate academic framework and offer programmes that meet the needs of public service sectors.

Key actions include developing a Plan for the Conversion and Revaluation of Technical and Technological Education, reforming the Higher Education Law (LOES) to strengthen technical-technological higher education, and establishing evaluation and accreditation processes specific to this field.

The reforms also recognise technical-technological education as part of the third level of higher education and allow for the introduction of fourth-level technical-technological programmes. For example, Article 118 of the LOES reform reorganises higher education levels, enabling institutions to offer fourth-level technical-technological programmes.

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## Projects which are examples of good practice that have been launched in the past three years

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International cooperation has become a high-impact activity for higher education organisations and management due to the important contributions made by international organisms, governmental agencies from cooperation partners, non-governmental organisations, enterprises, and other civil society actors. They complement the national educational offer by granting scholarships and financial aids for undergraduate, graduate and training programmes in collaboration with prestigious international academic institutions.

### The Globo Común Programme, from Senescyt

Aims to improve the national reach of the opportunities brought by international cooperation. The main purpose of this programme is to collect, manage, and promote every scholarship and financial aid offered to Ecuadorian citizens to present all the options available for them. The aim is to improve their professional training, guaranteeing high international academic standards. In turn, the Secretariat helps international institutions position and increase the demand for their academic programmes in Ecuador.

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## Key players and networks (stakeholders) at the national level (or at the regional level with a national component)

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### Higher Education Council (CES) and Council for Quality Assurance in Higher Education (CACE)

The CES and CACES are integral components of the higher education system. As a result, SENESCYT maintains continuous coordination with these entities and designates them as collaborative partners.

### Ministry of Education

SENESCYT maintains various levels of coordination with the Ministry of Education. Some of the primary initiatives involve the organisation of evaluation processes for third-level high school students seeking access to higher education and the development of academically relevant programmes for Public Higher Education Institutes tailored to the needs of the incoming high school graduates, among other activities.